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Research Memorandum 78-28

# AN ASSESSMENT OF THE U. S. ARMY ORGANIZATIONAL EFFECTIVENESS TRAINING CENTER (OETC)

AD A090002

Lyle M. Spencer, Jr.
McBer and Company

Leadership and Management Technical Area

U. S. Army
Research Institute for the Behavioral and Social Sciences

December 1978

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Results show that the Army Organizational Effectiveness Training Center (OETC) has accomplished its mission with the graduation of a highly motivated group of OESO who have been very successful in implementing OE operations in the Army. Six major issues were identified for future consideration: Mission Accomplishment, Standards, Reality, Specialization, Management of OE office, Length of OE course were cited for future development of OETC.

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# AN ASSESSMENT OF THE U.S. ARMY ORGANIZATIONAL EFFECTIVENESS TRAINING CENTER (OETC)

Lyle M. Spencer, Jr.
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Submitted by:
T. O. Jacobs, Chief
LEADERSHIP & MANAGEMENT TECHNICAL AREA

December 1978

Approved by:

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U.S. Army Research Institute for the
Behavioral and Social Sciences

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## EXECUTIVE SUMMARY

The central finding of the report is that OETC has accomplished its mission: It has graduated a highly motivated group of OESOs who have been successful in implementing organizational development operations in the U.S. Army. There is evidence that instruction at OETC continues to improve. Comparison of 1977 and 1978 graduates of OETC indicates that 1978 students rate themselves significantly more competent on 80 of 88 knowledge and functional consulting skills, a level of improvement which is itself highly statistically significant ($p < .001$).

Six major issues concerning the future development of OETC were identified by Army respondents:

1. Mission Accomplishment. OETC students need additional training in methods which can increase the probability that OE operations produce measurable mission accomplishment outcomes for client units. Sub-issues perceived to impact on OESOs' ability to demonstrate mission accomplishment results included:

   a. evaluation. OETC students need additional training in measures and methods for evaluating OE operations.

   b. implementation. OETC needs to place greater emphasis on OESO completion of OE operations to increase the likelihood that improvement options identified in assessment and planning phases are in fact implemented by clients.

   c. sociotechnical methods. OETC students need additional training in management and organizational consultation methods which deal with more than just "people problems." Techniques identifed as "sociotechnical" focused on task management (e.g., analysis of work flows, job redesign and enrichment, planning methods, operations research and systems analysis (ORSA), development of management information and control systems, cost benefit analysis, and changes in organizational structure).

   d. prescription. OETC should encourage students to function as staff officers in offering expert advice where appropriate.

2. Standards. OETC needs to develop an empirically-based task and skills analysis for the OESO position.

3. Reality. OETC needs to develop more Army-based teaching materials and cases which can provide students with realistic examples of effective OE practice with Army organizations.

4. Specialization. OETC needs to provide some specialized training for students going to different MACOMS, or at minumum, for students going to TRADOC training billets as opposed to OESO consultant jobs.

5. Management of OE Offices and Operations. OETC students and OETC-trained managers of OESOs need training in how to manage internal professional service organizations.

6. Length of the OETC Course. Some observers believe that the OETC course should be lengthened, an option which is currently constrained by available resources.

The report makes the following recommendations:

1. More time in the OETC curriculum should be devoted to task-oriented sociotechnical intervention methods and evaluation techniques.

2. OETC should recruit faculty with academic and practical consulting experience in these areas, and in case methods of instruction.

3. OETC should increase the use of realistic case studies which require students to formulate and prescribe specific recommendations for improving unit task performance.

4. OETC should develop an empirically based OESO competency model based on the most effective OESOs now practicing, and use this model to develop reliable and valid objective measures of competency which can serve in making student selection, appraisal, and graduation decisions.

5. OETC should encourage OETC faculty and graduate OESO professional development in technostructural and evaluation methods.

6. OETC should consider developing separate programs for students who will function primarily as trainers in TRADOC service schools rather than as consultants, and improve orientations for OESOs going to staff as opposed to line units.

7. OETC should include in the OETC curriculum a module on the management of consulting groups and operations.

# INTRODUCTION AND PURPOSE

This report presents the results of an assessment of the U.S. Army Organizational Effectiveness Training Center (OETC) at Ford Ord, California as of 31 June 1978. The purpose of this assessment was to provide OETC command, faculty and staff personnel, as well as others concerned with the policy and future of the Army's Organizational Effectiveness program, with formative evaluation data of potential use in improving the OETC's instructional programs and operations. In the spirit of the Army's OE program, the findings presented here are intended to "make a good organization better," not to render a summary judgment.

## BACKGROUND

The OETC is a U.S. Army service school tasked with training Organizational Effectiveness Staff Officers (OESOs), Army personnel who provide internal organizational development (or "organizational effectiveness"--OE) consulting services to line and staff units throughout the Army as authorized by Army Regulation AR NO 600-76. Most students are regular Army officers in the grades of O3 (Captain) through O5 (Lt. Colonel), although a few civilians and noncommissioned officers have attended the course. Almost all OETC students have college degrees and many have masters level training. OETC conducted its first class in 1975, and to date has graduated 346 OESOs. Classes have consisted of between 30 and 60 students, and current plans call for the OETC to train five classes each year. Included as Appendix A are fact sheets, published by the OETC, which describe its current organizational structure, curriculum, and operations.

## DATA COLLECTION METHODOLOGY

Findings in this report are based on three sources: interview data, questionnaire data, and OETC historical data.

1. Interview data. Approximately 150 respondents from five constituent groups familiar with OETC's mission and operations were interviewed between April and June 1978. Respondent groups included:

- OETC command, faculty and staff personnel, and current students (Appendix B summarizes the OETC respondent sample and data collection schedules);
- OESO graduates of the OETC engaged in OE activities in Army organizations;
- attendees of the June 1978 General Officers Steering Committee on Organizational Effectiveness--Department of the Army, TRADOC, FORSCOM, MACOM, and major service school representatives who formulate the policy for the Army's OE program;
- "client" recipients of OE services--Army commanders and agency chiefs who have received consultation services from OESOs; and
- external academic and research observers of the OETC, from the Army Research Institute, American Council on Education, Navy Post-Graduate School, and Stanford University.

While time constraints on the number of days (12) and total period (90 days between April and June 1978) available for data collection did not permit a formal stratified random sampling design (except for OETC respondents, interview subjects were "targets of opportunity" contacted at meetings and conferences held for other purposes), the author is reasonably confident that the sample accurately reflects the Army OE community. Most major actors (those nominated by other respondents as "people you ought to talk to") in the sociometric network were included in the sample. Interview data also appeared to meet Flanagan's (1954) criteria for exhaustiveness: When 100 additional interview statements yield 3 or fewer items of significance, further interviews are not cost effective. Interview data proved highly convergent as to the issues facing OETC and the Army's OE program, although not as to how respondents would resolve these issues.

A tabular summary of interview respondents by group is presented in Table 1. Group and individual interview respondents were asked five open-ended questions, then queried for specific examples or evidence to support opinions or assertions made in response to any question. The interview questions and protocol used are presented in Table 2.

2. Questionnaire data. OETC developed questionnaires which asked OETC students to evaluate the OETC curricula, faculty, and their own competence in key areas were administered on a pre-course and post-course (five classes) basis to a total (post-course) N of 191 respondents. OETC routinely administers pretest instruments to classes on arrival, and post-tests just prior to graduation. A tabular summary of survey respondents by class, pre/post administration, and demographies is presented in Table 3. Sample pre- and post-course instruments are provided in Appendix C. (The survey instruments administered to the various classes differed slightly. Most items were comparable; responses to the few items not comparable were discarded.)

Responses to quantitative items were keypunched and reduced to standard descriptive statistics. Written responses were content-analyzed and similar comments tabulated by frequency.

3. OETC historical data included curriculum materials, program of instruction outlines, contract records and other administrative data available in OETC files. (See Appendix B, p. 4 for a list of source materials.)

At this point in the report, five observations should be made about the data presented here.

1. A distinction must be made between data pertaining strictly to OETC and data on OESO and OE progam performance. Many of the observations in this report concern the performance of OESOs after they graduate from OETC, and/or the effectiveness of the Army's OE program as a whole. Directly or by implication, data in the latter two categories are attributed to OETC. In one sense this is fair, as OETC has by far the most influential factor in the development of OESOs and their subsequent practice. In some cases, however, it is questionable whether OETC should be held responsible for personnel and activities over which it has no control.

2. Most data are essentially subjective. Most data available to the author consisted of what Army OE program personnel think, feel, or believe about OETC, its curricula and faculty, and their own competency in requisite organizational consulting skills. Survey responses are similarly limited to subjective self-reports; very few objective data on the knowledge or

TABLE 1

Interview Respondents by Group

| | | | | |
|---|---|---|---|---|
| 1. | OETC* | | | |
| | a. Command Group | | 2 | |
| | b. Faculty and Staff (individual and group interviews) | | | |
| | • Training | 12 | | |
| | • Training Development | 4 | | |
| | • Training Concepts Evaluation | 5 | | |
| | • Operations and administration | 3 | | |
| | | | 29 | |
| | c. Students (class 2-78) | | 31 | 62 |
| 2. | OESOs* | | | |
| | a. Group Interviews | | 41 | |
| | b. Individual Interviews | | 16 | 57 |
| 3. | General Officers Steering Committee/Policy Personnel* | | | |
| | a. Group Interviews | | 12 | |
| | b. Individual Interviews | | 7 | 19 |
| 4. | Client Recipients of OE Services | | | 8 |
| 5. | External Observers | | | |
| | a. ARI | | 3 | |
| | b. ACE | | 2 | |
| | c. Other | | 2 | 7 |
| TOTAL | | | | 153 |

Note: An estimated 10-15 respondents who were members of more than one of these groups may have participated in more than 1 group interview and hence been counted twice in this tabulation.

TABLE 2

OETC Curriculum Assessment

Group Interview Questions for
Practicing OESO Graduates of OETC

On the basis of your actual experience as an OESO, looking back at what you learned at OETC:

1. What have you found most valuable or practically useful?

2. What have you found least valuable or disfunctional?

3. What do you think the OETC curriculum should add or spend MORE time on if it is revised?

Table 2 (continued)

4. What do you think OETC should <u>delete</u> or <u>spend LESS time on</u>?

5. Do you have any other suggestions as to how the OETC curriculum could be improved (e.g., new or different learning materials, training staff or external presentors, practicum experiences, etc.) to better prepare OESO's for the actual work they will do with client commands?

TABLE 3

Sample Groups Responding to Pre-Course and Post-Course Student Surveys

| Class | Pre-Course Survey | Post-Course Survey |
|---|---|---|
| I - 1977 | N.A. | 45 |
| II - 1977 | 51 | 50 |
| III - 1977 | 42 | 32 |
| I - 1978 | 35 | 36 |
| II - 1978 | 58 | 28 |
| TOTAL N = | 186 | 191 |

N.A.= no pre-course survey was administered to this class; neither pre-course nor post-course surveys were administered to 1975 or 1976 OETC classes.

Demographic Data for OESO Post-Course Questionnaire Respondent Classes 1/77, 2/77, 3/77, 1/78, and 2/78

| | | Absolute Frequency | Percentage |
|---|---|---|---|
| Rank | O-2 (1LT) | 1 | 0.5 |
| | O-3 (CT) | 109 | 57.1 |
| | O-4 (MAJ) | 55 | 28.8 |
| | O-5 (LTC) | 12 | 6.3 |
| | E-7-9 | 2 | 1.0 |
| | Civilian | 8 | 4.2 |
| | Other | 4 | 2.1 |
| | Total | 191 | 100.0 |

(continued)

Table 3 (continued)

| | | | |
|---|---|---|---|
| Education | B.A. | 44 | 23.0 |
| | B.A.+ "some graduate work" | 60 | 31.4 |
| | M.A. | 58 | 30.4 |
| | M.A.+ "graduate work beyond M.A." | 25 | 13.1 |
| | Ph.D. | 0 | 0.0 |
| | Other | 4 | 2.1 |
| | | 191 | 100.0 |
| Years Service | less than 5 | 1 | 0.7 |
| | 5-9 | 54 | 35.5 |
| | 10-14 | 60 | 39.5 |
| | 15-19 | 27 | 17.8 |
| | 20-24 | 7 | 4.6 |
| | 25 or more | 3 | 2.0 |
| | | 152 | 100.0 |
| | N.A. | 39 | -- |
| | | 191 | |

| | | Absolute Frequency | Percentage |
|---|---|---|---|
| Branch | | | |
| Combat Arms | Infantry | 70 | 36.6 |
| | Armor | 7 | 3.7 |
| | Artillery (including Air Defense Artillery) | 29 | 15.2 |
| Subtotal | | 106 | 55.5 |

(continued)

Table 3 (continued)

| | | | |
|---|---|---|---|
| Support | Engineering | 6 | 3.1 |
| | Chemical | 2 | 0.1 |
| | Military Police | 6 | 3.1 |
| | Signal Corps | 3 | 1.6 |
| | Intelligence | 4 | 2.1 |
| | Transport | 7 | 3.7 |
| | Medical | 7 | 3.7 |
| | AG | 31 | 16.2 |
| | Quartermaster | 3 | 1.6 |
| | Other | 16 | 8.4 |
| Subtotal | | 85 | 44.5 |
| TOTAL | | 191 | 100.0 |

skills of OESO graduates of OETC are available. On many issues, subjective assessments, the cumulative perceptions and judgments of the Army's most experienced OE personnel, are the data. Therefore, in most cases, respondent statements are quoted directly (although, to ensure anonymity, not by name) to minimize interpretive bias in reporting data. The author attempted to check the accuracy of respondent perceptions against objective evidence wherever possible, and to clearly identify assertions which could neither be verified nor refuted.

3. Data indicate a marked absence of consensus. There is a striking lack of consensus among respondents about what skills are most important for an OESO to have, how OETC can best accomplish its mission, or what OE operations should emphasize.

The clearest discrepancy, mentioned here because it will recur throughout the report, is between what several respondents characterized as the "interpersonal process" versus "task" wings of OETC and the OE community. The process wing is identified as primarily oriented to personal growth, feelings, people, and interpersonal interventions; the task wing, to job performance, systems, and mission accomplishment results. OESOs of the process persuasion assert that "The most important thing OETC can do is provide more time in the curriculum for personal growth, developing a personal power base, because that's what you really need to survive in this job." Those of the results persuasion argue equally vehemently that personal awareness inputs should be cut to an absolute minimum, communications and consulting skills should be "taught as skills needed to get something done, not as values or ends in themselves," and that more time in the OETC curriculum should be devoted to such "hard inputs" as sociotechnical and evaluation methods. (It should be noted that these divergent views also exist in the civilian OD community and academic literature.)

In general, earlier OETC classes tended to be more process-oriented than later classes have been; OETC staff and students tend to be more process-oriented than GOSC, DA, TRADOC, FORSCOM, and other MACOM policy makers, and the longer they are in the field, the more OESOs tend to move toward a mission accomplishment orientation.

This lack of consensus on the fundamental objectives and methods of OE is responsible for much of the variance of opinion on other issues in the Army OE program. Where significant numbers of respondents disagree, both majority and minority views are presented in this report, with the author's best judgment where appropriate.

4. Data represent both major and minor issues. The data collection effort elicited a large volume of strongly felt opinions about every aspect of OETC. Certain major issues surfaced

in almost every respondent group and those considered to be most important for OETC policy planning are emphasized in the first part of the report. The second part of the report provides detailed comments on specific components of the OESOC and OETC administration.

5. <u>There is time lag in respondent perceptions of OETC</u>. OETC is something of a moving target: Many respondents' perceptions of what the school is doing, or should be doing, lag the reality of current curricula or operations. As a result, the OETC is frequently criticized for policies or conditions it has already corrected. Data are reported here as they were stated, but an attempt has been made to identify instances in which a lag in perceptions appears to exist. The action implication for the school in these cases may be increased publicity about OETC's current curricula and activities through the <u>OE Communique</u> or at OE Conferences.

## FINDINGS

Report findings are organized below in five categories.

- Major Issues: findings which repeatedly emerged as concerns in all respondent groups, and which appear to have significant policy implications for OETC or for the Army's OE program as a whole
- The OETC Curriculum: strengths, weaknesses, and recommendations identified by respondents specific weeks and modules in the OESOC
- The OETC Faculty and Staff: strengths, weaknesses, and recommendations pertaining to OETC directorate personnel
- OETC Organization and Administration: strengths, weaknesses, and recommendations concerning the OETC's organizational structure and administrative operations
- Summary

### Major Issues

1.0 Mission Accomplishment: the need for increased emphasis at OETC on mission accomplishment.

The single most often cited need for OETC and for the Army's OE program as a whole is to increase emphasis on the teaching and documenting of how OESOs and OE techniques can impact mission accomplishment. This issue represents the "bottom line" for all OE activities and can serve to introduce most of the other major findings of the present report. Sub-issues here include (1) evaluation of OE operations; (2) incomplete implementation of OE operations; (3) sociotechnical (and other task-oriented) OE methods; and (4) the prescription--the degree to which OESOs are willing and able to provide expert advice to clients.

The full spectrum of OE respondents appears to espouse the value that, "It's not enough to just leave 'em feeling good--you have to produce some kind of results that the client can see, otherwise he will ultimately be dissatisfied, and sooner or later OE itself will fail." Data suggest few practicing OESOs actually operate on the basis of this belief or

convincingly convey it to their clients: By both OESOs and their clients, mission accomplishment is ranked fifth out of five outcomes expected, and by client recipients, it is ranked tenth out of ten outcomes actually achieved by OE interventions. In fact, the impact of OE programs on mission accomplishment (combat readiness and overall readiness) is rated as slightly negative--2.2 on a scale on which 1 = very negative, 3 = neutral, and 5 = very positive--most likely because the time spent on OE activities is necessarily time subtracted from normal unit operations (OETC Preliminary Phase II Report, 1977, pp. 35, 92-93).

These data, cited by skeptics of the OE program as the most serious indictment of OESO/OE program performance, require further examination. First, they do not mean that most OE interventions are not successful: Phase II data indicate 90 percent of clients perceive positive results from their OE operations, primarily in the areas of better teamwork (albeit small), better use of resources, better communication, and greater commitment to the organization. Seventy-five percent of these clients would use OE services again. Clients' subordinates see no noticeable changes in operations as a result of OE interventions, but do report increased responsiveness on the part of their superiors; 56 percent of these subordinates would consider further contact with OE (OETC Preliminary Phase II Report, 1977, pp. 90-92). Given these positive data, the question becomes why the perceived gains from OE interventions do not impact positively on mission accomplishment outcomes.

Second, it can be questioned whether these out[illegible]e results differ from those for similar organizational devel[illegible]ent interventions performed by civilian consultants in ind[illegible]ial or other organizational settings. A recent reanalysi[illegible] Spencer & Cullen, 1978, p. 156) of the published OD evaluation studies (Cummings et al., 1977; Pate et al., 1976; White & Mitchell, 1976), some results of which are presented in Table [illegible], suggests that reported OD interventions do have a higher success rate in producing positive changes in task performance. (It should be observed, however, that only successful change efforts tend to be published--Cummings et al., 1977).

Third, if Army OESO/OE programs are less likely to succeed in impacting task or mission performance, it must further be asked whether this is due to the absence of good criterion outcome measures for many Army unit missions; to the inability of OESOs to demonstrate the link between their activities and outcome results (i.e., to evaluate their programs); to OESO performance; or to the intervention methods OESOs are taught and use.

Finally, it must be determined what, if any, action OETC should take in response to these findings. And it should be

TABLE 4

Organizational Development Intervention Effects on People, Mixed People/Task, and Task Outcomes Using Performance and Attitude Measures In Three Reviews of OD Evaluation Studies (Cummings et al., 1977; Pate et al., 1976; and White & Mitchell, 1976)

| | Result | | |
|---|---|---|---|
| | Positive | Mixed | Negative/Zero |
| **Performance Measures** | | | |
| • Task | 87.5% (49) | 0.0% | 12.5% (7) |
| • Mix | 87.0 (27) | 0.0 | 13.0 (4) |
| • People | 74.0 (20) | 0.0 | 16.0 (7) |
| **Attitude Measures** | | | |
| • Task | 55.0% (11) | 20.0% (4) | 25.0% (5) |
| • Mix | 60.0 (6) | 20.0 (2) | 20.0 (2) |
| • People | 92.0 (11) | 8.0 (1) | 0.0 |

noted that the very attempt to evaluate OETC, OESOs, and the OE program in terms of mission accomplishment holds all three to higher standards than have been asked of most other nontechnical Army training courses. As one respondent observed: "No one has tried to evaluate the Advanced Course or Command and General Staff College in terms of combat readiness. The very fact that OE training and activities are being held to these standards is a credit to the program."

### 1.1 Evaluation

The second most frequently cited need for OETC and the OE program was to increase emphasis on evaluation: to "teach OESOs how to contract for outcomes[1]; get clients to formulate specific problem statements and what would constitute improvement in quantitative terms; measure results, the importance of doing it, and how to summarize the cost/benefit returns on OE operations in ways meaningful to clients and others in the Army." It is widely perceived that few if any OESOs evaluate their operations. This assertion could not be empirically assessed. The studies reported by Adams (1978), Emington (1978), and Ft. Polk researchers indicate that some evaluations of OE efforts have in fact been completed, but such evaluations are rare indeed. The most commonly cited reasons for OESO failure to evaluate OE interventions are (1) lack of emphasis on or training in evaluation methodologies at OETC; (2) lack of clarity about the goals and objectives of OE operations and the OE program; and (3) lack of good measures of effectiveness in military organizations.

Numerous respondents observed that the current OETC curriculum devotes very little time to evaluation. This perception is supported by an analysis of the hours allocated to subjects in the April 1978 OETC Program of Instruction (POI), presented in Table 5. A total of three and a half hours is devoted to "Evaluation and Follow-up Methodologies," only 3 percent of the time given to the APIE application skills (assessment, planning, implementation, and evaluation) and .6 percent of the total course. It is not surprising that with this preparation, OESOs spend little time evaluating their operations.

---

[1] Beginning with Class 5-78, OETC students receive one day of instruction on contracting for evaluation of outcome criteria.

TABLE 5

Analysis of Hours Devoted to Topics in the OETC Curriculum (April 1978 POI)

| | Category | April 1978 POI Description | Hours | % of Total Course Hours |
|---|---|---|---|---|
| 1. | Systems Theory | Organizational Systems Theories | | |
| | | Introduction to General Systems Theories | 2.0 | |
| | | Large Systems Concepts and Strategies | 2.0 | |
| | | Environmental Subsystem | 2.0 | |
| | | Goals and Values Subsystem | 2.5 | |
| | | Technological Subsystem | 3.5 | |
| | | Structural Subsystem | 2.0 | |
| | | Psychosocial Subsystem | 2.0 | |
| | | Managerial Subsystem | 2.0 | |
| | | Organizational Systems Analysis and Change | 8.0 | |
| | | Organizational Issues Analysis | 2.5 | |
| | | System Examination | 1.0 | |
| | | Subtotal | 29.5 | 5.0% |
| 2. | Leadership (the LMDC course) | Organizational Effectiveness Staff Officer Skill Development | | |
| | | Leadership and Management Development Course | 36.0 | |
| | | Leadership and Management Development Course Structure and Content | 3.5 | |
| | | Leadership and Management Development Course Design and Logic | 3.5 | |
| | | Organizational Effectiveness and Leadership and Management Development Concepts | 3.5 | |
| | | Leadership and Management Development Course Preparation and Practice | 11.0 | |
| | | Leadership and Management Development Course Competency Examination | 2.0 | |
| | | Subtotal | 59.5 | 11.0% |

Table 5 (continued)

| Category | April 1978 POI Description | Hours | % of Total Course Hours |
|---|---|---|---|
| 3. Human Behavior (HBO) ("Individual Week") | Human Behavior in Organizations | | |
| | Individual Perception | 3.5 | |
| | Formation of Attitudes | 3.5 | |
| | Professional Goals and Personal Values | 10.5 | |
| | Personal Influence | 3.5 | |
| | Socialization Process | 3.5 | |
| | Methods of Learning | 3.5 | |
| | Individual Behavior | 7.0 | |
| | Conflict Management | 14.0 | |
| | Leadership in Organizations | 7.0 | |
| | Examination | 2.0 | |
| | Subtotal | 58.0 | 11.0% |
| 4. Group Process (Workshop/ Structured Experience | Formation and Functioning of Groups | 17.0 | |
| | Small Group Training Skills | 24.5 | |
| | Design and Facilitation of Structured Experiences | 20.0 | |
| | Examination | 2.0 | |
| | Subtotal | 63.5 | 12.0% |
| 5. Application Skills | | | |
| | Assessment Technologies | 61.0 (50%) | 11.0% |
| | Planning Techniques | 24.0 (20%) | 5.0% |
| | Implementation Strategies | 31.5 (26%) | 6.0% |
| | Evaluation and Follow-Up Methodologies | 3.5 ( 3%) | 0.6% |
| | Examination | 2.0 | |
| | Subtotal | 122.0 | 22.0% |

Table 5 (continued)

| Category | April 1978 POI Description | Hours | % of Total Course Hours |
|---|---|---|---|
| 6. FTX | Field Training Exercise | | |
| | Field Training Exercise | 200.0 | |
| | Field Training Exercise Critique | 7.0 | |
| | Coalignment | 3.5 | |
| | Examination | 3.5 | |
| | Subtotal | 214.0 | 39.0% |
| | TOTAL[1] | 546.5 | 100.0% |

Summary (excluding FTX hours)

| Category | Hours | Percentage |
|---|---|---|
| "People Circle" Inputs<br>o HBO: 58.0<br>o LMDC: 59.5 | 117.5 | 35% |
| Group Process | 63.5 | 19% |
| Systems | 29.5 | 9% |
| Applications Skills | 122.0 | 37% |
| | 332.5 | 100% |

[1] Excludes administrative out-processing hours in final week of course.

The absence of criterion outcome measures for such elusive states as operational and combat readiness is frequently cited as the prime reason OESOs have trouble demonstrating that OE programs work. For example, the Phase II Evaluation Report (OETC, 1977, p. 88) concludes, "There is very little agreement as to how the effectiveness of military organizations is or should be measured...it appears that each individual has a somewhat different set of criteria."

Measurement of program impact is indeed a difficult problem (not just in military organizations), but more measures of mission accomplishment do exist than are being used. Army units keep a wealth of statistics on operations and personnel (e.g., ARTEP and IG inspection scores, OR and deadline reports, PT and SQT test results, TA 50 losses, budgets, accident rates, promotions, awards, NJP and other disciplinary actions in a variety of categories, and retention rates). Forty-seven candidate measures were found at two Army installations (Spencer, Klemp, & Cullen, 1977, pp. 101-109); evaluators at Ft. Polk have used 37 different operationalized and quantitative measures of organizational effectiveness. Pretest/post-test comparison of survey scores offer OESOs a simple quantifiable measure of the impact of an OE intervention (Adams, 1978), particularly when survey scores can be validated against such criteria as retention rates. Experimental designs using units receiving OE assistance compared with control groups in combined arms (CAS), engagement (ES), REALTRAIN, and other simulations provide additional opportunities for measurement. It follows that the absence of mission accomplishment measures is not an insurmountable obstacle to demonstrating the effectiveness of OESO/OE program efforts. The more probable hypothesis is that OESOs have not been motivated and/or taught how to relate positive process results of OE (e.g., better communication or resource utilization) to mission accomplishment problems and outcomes, clearly evaluate these outcomes, and communicate evaluation results to clients.

A more difficult policy question is what outcomes OESOs and OE programs should be attempting to achieve in which Army organizations: which goals should be accorded highest priority, which are most realistic, and which can produce the greatest return to the Army on its investment in OE. One accepted answer is that OE should impact positively on combat readiness through interventions with line units. Several senior officers questioned this basic assumption. One argued:

> "OE is not being used where it could be of most value: in the <u>industrial base</u> or administrative infrastructure of the Army--transport, supply, maintenance--where performance measures exist and cost benefit measurement techniques, developed through long experience in industry, are available.

Instead, by focusing OE on line units, OESOs are working with organizations which fundamentally are not doing anything--except perhaps training. In the last century, even given all the wars in which the U.S. has been involved, line units were employed only 10 percent of the time. The Army's administrative-management infrastructure, by comparison, is employed 100 percent of the time, spends most of the Army's money, and is most in need of help. If you really want to improve combat readiness, focus on this industrial base."

A second accepted answer is that OE should focus on "making good units better," which many OESOs interpret as an injunction to work only with "healthy" clients.

The Phase II report notes that 70 percent of Army respondents strongly favor focusing OE efforts on poor and marginal units. Yet "well over half" of respondent OESOs reported declining work in marginal units, either because they did not feel they were prepared or had the methods to work with poorly performing organizations, or because they felt it was a waste of their time. Evaluation studies (Bowers, 1973) indicate that organization development techniques (survey-guided development, process consultation, T-groups, and data handback) are actually detrimental to high performing organizations (those in the 75 - 100 percentiles on climate surveys), yet effective with average (25th - 75th percentile workgroups), which improved with survey-guided development methods, and with below average organizations (0 - 25 percentile workgroups), which improved with process consultation interventions. These data strongly support the Phase II Evaluation Report recommendation that OETC should prepare and encourage OESOs to work with poor and marginal units. OETC has adopted this approach with recent classes.

The goals of the OE program are a policy concern for key decisionmakers at the GOSC level. Despite the existence of policy statements such as AR600-76, what is very clear from interview data is that many OESOs feel they either do not know or differ considerably on what these goals are: "No one has ever figured out what OE is really supposed to do; there are as many objectives for the OE program as there are OESOs."

### 1.2 Implementation of OE Operations

Can documented aspects of OESO performance account for the paucity of mission accomplishment results? A telling finding of the OETC Phase II evaluation on the process of typical OE programs was that most OE operations (the figure cited by OETC Evaluation Directorate respondents was 70 percent) do not go beyond assessment and feedback (p. 34). If a substantial majority of OE efforts terminate before implementation (Step 3 of the OETC/OE espoused four-step APIE process of assessment, planning, implementation, and evaluation), failure to find

mission accomplishment outcomes is not surprising. Again, respondents attribute this failure to complete OE operations to the emphasis placed on each step in the APIE Sequence in the OETC curriculum: "Seventy percent of what those guys are taught is assessment and planning, so naturally what they spend most of their time doing is assessment and planning." The Table 5 analysis of application skills subject hours provides some support for this hypothesis: Of the hours allocated, assessment receives 50 percent, planning 20 percent, implementation 26 percent, and as noted, evaluation 3 percent. Further, what is taught under "implementation skills" consists either of workshop formats (team building, transition, role clarification, responsibility charting, creative problem solving) actually used to facilitate client identification and planning of implementation alternatives, or short training modules (time management, meeting management), not how to help clients actually implement selected alternatives. Student perceptions of their knowledge and functional skill competence in the successive steps of the APIE process are directly proportional to the emphasis placed on each step in the OETC curriculum (see Tables 6, 7, and 8).

### 1.3 Sociotechnical (and Other "Task-Oriented") Methods

Can the OE methods OESOs are taught at OETC and use account for the lack of impact on mission accomplishment outcomes? The third most frequently cited need is for OETC to teach students more "sociotechnical" intervention methods, such as organizational design, job redesign or "enrichment," strategic policy analysis and planning, or ORSA methods.

Both interpersonal process and task-oriented respondents concur that more training in sociotechnical methods would be desirable in the OETC curriculum. The task wing strongly feels that OETC significantly underemphasizes these skills, that this is a major reason that most OE operations fail to show mission accomplishment results, and that personal awareness and interpersonal process parts of the curriculum should be cut to make room for more modules on sociotechnical methods. The process wing strongly believes that personal awareness parts of the course are crucial:

> "Ultimately, it is the competency of the OESO him/herself which determines whether or not he or she is effective. The personal power and some sort of 'charisma' students get at OETC is a great source of strength--it's the only thing that keeps them going, trying to start a radically new and marginal program in an uncertain and often hostile environment. If you delete the personal growth parts of the OETC program, you'll kill the school--and graduates of this place will become just another set of staff officers, instead of the dedicated, motivated, committed people we are producing now."

TABLE 6

Frequency and Trends in Student Perceptions of OETC Curricula and Administrative Variables (from content analysis of qualitative responses on Post-course Questionnaire)
N = 191

| | Frequency Scores[1] | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1-77 | 2-77 | 3-77 | Average 77 | 1-78 | 2-78 | Average 78 | Trend[2] |
| **Best prepared for:** | | | | | | | | |
| 1. Assessment | .205 | .226 | .381 | .271 | .103 | .159 | .131 | -- |
| 2. LMDC | .137 | .055 | .190 | .127 | .138 | .105 | .122 | 0 |
| 3. Group/Interpersonal Skills | .137 | .194 | .048 | .126 | .138 | .211 | .175 | + |
| 4. Interviewing | .068 | .163 | .095 | .109 | .035 | .053 | .044 | - |
| 5. Workshops/ Structured Experiences | .096 | .065 | .000 | .054 | .035 | .159 | .097 | + |
| **Least prepared[3] for:** | | | | | | | | |
| 1. GOQ | .629 | .125 | .154 | .303 | .385 | .334 | .360 | - |
| 2. Implementation | .108 | .313 | .231 | .271 | .077 | .167 | .122 | ++ |
| 3. Systems Theory | .081 | .000 | .000 | .027 | .231 | .334 | .283 | -- |
| 4. Workshops/ Structured Experiences | .027 | .125 | .231 | .128 | .000 | .167 | .084 | + |

[1] Frequency Scores = number of times item mentioned / total items mentioned

[2] + = getting better, - = getting worse

[3] Sign of 78-77 average score differences reversed because "least prepared" is a negative scale.

(continued)

Table 6 (continued)

| | 1-77 | 2-77 | 3-77 | Average 77 | 1-78 | 2-78 | Average 78 | Trend[1] |
|---|---|---|---|---|---|---|---|---|
| **Need more time for:** | | | | | | | | |
| 1. GOQ | .298 | .050 | .250 | .200 | .222 | .222 | .222 | 0 |
| 2. Implementation | .088 | .150 | .083 | .107 | .111 | .111 | .111 | 0 |
| 3. Overall 4-step Process | .018 | .100 | .083 | .067 | .111 | .111 | .111 | + |
| 4. Workshops/ Structured Experiences | .105 | .250 | .167 | .174 | .000 | .111 | .056 | -- |
| 5. Systems Theory | .018 | .000 | .000 | .006 | .071 | .334 | .203 | ++ |
| **Changes:** | | | | | | | | |
| 1. Eliminate Return After FTX | .036 | .000 | .000 | .012 | .143 | .222 | .183 | ++ |
| 2. More Personal Time | .203 | .154 | .166 | .174 | .000 | .111 | .056 | -- |
| 3. Include Families | .000 | .529 | 1.00 | .510 | --- | --- | --- | N.A. |
| **Administration Problems:** | | | | | | | | |
| 1. In-Out Processing | .357 | .176 | .000 | .178 | .429 | .625 | .456 | -- |
| 2. Housing/Transportation | .286 | .176 | .000 | .154 | .286 | .125 | .206 | -- |
| 3. Forwarding Mail | .321 | .000 | .000 | .107 | .143 | .250 | .197 | -- |

[1] + = more time, - = less time

TABLE 7

Student Post-test Questionnaire Evaluations
of Their Competence in Steps of the
Four-Step Process (FTX Experience)

1 = did not get to it
2 = dissatisfied
3 = moderately satisfied
4 = very satisfied

| Step | 77 Class Mean n = 127 | 2-78 Class n = 28 | Trend | t | p |
|---|---|---|---|---|---|
| M.1. Assessment | 3.27 | 3.93 | 0 | .42 | n.s. |
| M.2. Planning | 2.72 | 3.63 | +++ | 5.43 | .001 |
| M.3. Implementation | 2.66 | 3.15 | +++ | 5.49 | .001 |
| M.4. Evaluation | 2.83 | 1.89 | -- | - 2.47 | .01 |

TABLE 8

Knowledge and Functional Competency Evaluations
(Student Self-Reports on Post-Course Questionnaires)
OETC 1978 Classes (N = 64)

| | Rank | Item | Mean |
|---|---|---|---|
| **Knowledge Items** | | | |
| Strongest | 1 | the four-step approach to OE (K7) | 3.11 |
| | 2 | how to create and use a survey (K32) | 3.08 |
| | 3 | a systems approach to OE (K6) | 3.03 |
| | 4 | how to use time/resource planning techniques (K19) | 3.01 |
| | 5 | how to use the competency planning system (K20) | 2.98 |
| Weakest | 1 | how individuals become unique individuals (perception and cognition) (K24) | 2.76 |
| | 2 | how to promote OE (K42) | 2.79 |
| | 3 | how to get into an organization (K44) | 2.79 |
| | 4 | external influences on managers/leaders (K41) | 2.79 |
| | 5 | promote responsible risk taking (K27) | 2.81 |
| **Functional Skill Items** | | | |
| Strongest | 1 | present history, activities, potential of OE (F3) | 3.11 |
| | 2 | present a complete picture of an organization (F32) | 3.05 |
| | 3 | design and give a survey (F29) | 3.05 |
| | 4 | use language to open, predispose constructive improvement (F24) | 3.05 |
| | 5 | describe Army Organizations in systems terms (F4) | 3.03 |
| Weakest | 1 | explain HRD relations to OE (F1) | 2.76 |
| | 2 | identify clear and measurable results which can be accomplished in an organization (F10) | 2.78 |
| | 3 | understand own needs, desires, behavior (F6) | 2.79 |
| | 4 | assist others maximize use of time (F12) | 2.79 |
| | 5 | assist leader structure, maintain, improve organization (F40) | 2.82 |

(continued)

Table 8 (continued)

Trends in Knowledge and Functional Competencies
(Student Self-Reports on Post-Course Questionnaires)
1977 to 1978 OETC Classes

| Rank | Item | 1977 Class Means N = 127 | 1978 Class Means N = 64 | D | t | p |
|---|---|---|---|---|---|---|
| **Knowledge Items** | | | | | | |
| | Most Improved: | | | | | |
| 1 | OE four-step process (K7) | 1.76 | 3.11 | 1.35 | 7.94 | >.001 |
| 2 | conducting course (K43) | 1.74 | 2.83 | 1.09 | 6.52 | >.001 |
| 3 | gather info from groups (K30) | 1.87 | 2.85 | .98 | 6.13 | >.001 |
| 4 | group dynamics (K26) | 1.92 | 2.90 | .98 | 6.03 | >.001 |
| 5 | how individual and group behavior affect organizational performance (K23) | 1.94 | 2.90 | .96 | 6.04 | >.001 |
| | Least Improved: | | | | | |
| 1 | HRD relation to OE (K1) | 3.53 | 2.97 | -.56 | -3.58 | >.001 |
| 2 | Army Drug and Alcohol Program to OE (K2) | 3.40 | 2.98 | .52 | -3.22 | .002 |
| 3 | how to work with other HRD programs(K4) | 3.09 | 2.86 | .23 | -1.55 | n.s. |
| 4 | Army RREO program vs. OE (K3) | 3.14 | 2.91 | .23 | -1.55 | n.s. |
| 5 | dealing with external influences (K10) | 2.97 | 2.92 | .05 | -.34 | n.s. |
| | All knowledge items | 2.36 | 2.76 | .40 | 3.61 | >.001 |
| | (39 of 44 items show significant improvement) | | | | | |

(continued)

Table 8 (continued)

| Rank | Item | 1977 Class Means N = 127 | 1978 Class Means N = 64 | D | t | P |
|---|---|---|---|---|---|---|
| **Functional Skill Items** | | | | | | |
| | Most Improved: | | | | | |
| 1 | conduct LMDC (F38) | 1.65 | 2.95 | 1.30 | 6.46 | >.001 |
| 2 | describe Army organization in systems terms (F4) | 1.79 | 3.03 | 1.24 | 7.91 | >.001 |
| 3 | express myself clearly ("I messages") (F19) | 1.83 | 2.97 | 1.14 | 7.20 | >.001 |
| 4 | understand others (active listening) (F18) | 1.83 | 2.86 | 1.02 | 5.09 | >.001 |
| 5 | interview others (F27) | 1.87 | 2.89 | 1.02 | 6.45 | >.001 |
| | Least Improved: | | | | | |
| 1 | explain HRD OE difference (F1) | 3.07 | 2.82 | -.37 | -2.02 | >.001 |
| 2 | action leading to desired outcome (F11) | 2.67 | 2.85 | .18 | 1.14 | n.s. |
| 3 | implement personnel planning system (F14) | 2.59 | 2.97 | .38 | 2.47 | .02 |
| 4 | work with technical experts on organizational planning (F13) | 2.42 | 2.84 | .42 | 2.87 | .01 |
| 5 | administer and interpret the GOQ (F30) | 2.42 | 2.85 | .43 | 2.57 | .02 |
| | All functional skill items | 2.18 | 2.80 | .62 | 6.06 | >.001 |
| | (43 of 44 items show significant improvement) | | | | | |

Two conceptually distinct types of OETC inputs are at issue here: (1) "people"-oriented modules that impact OESO personal skill competencies, versus (2) "task"-oriented modules on methods OESOs use with clients. In theory the two types of inputs should not be mutually exclusive--indeed, most popular management theory argues that people and task orientations are separate dimensions and more effective organizational performers are high on both dimensions (cf. the "9.9" style popularized by Blake and Mouton, 1964). Practically, however, time and resource constraints on the OETC curriculum do create a zero sum allocation dilemma: Any additional time spent on sociotechnical methods must come at the expense of time now spent on something else in the curriculum.

There are research findings to support both interpersonal process and task-oriented positions. Studies of effective consultants support the concept that consultant competence is the most important variable (McClelland, 1975; Spencer & Cullen, 1978, pp. 41-49). What has not been demonstrated is whether personal awareness is in fact a competency that predicts effective OE operations. Process oriented respondents argue it is; task-oriented respondents assert it is actually detrimental to OE success. The need to resolve this issue by establishing an empirical competency basis for the personal skills components of the OETC curriculum will be discussed at length under the heading, Standards.

The studies summarized in Table 4 indicate task-oriented and mixed (task- and people-oriented) interventions have a higher probability of producing positive changes in performance measures; people-oriented interventions have a higher probability of producing changes in attitude variables. Sigfried (1975) has argued that high turnover in military units creates a frequent need for role clarification, articulation of expectations, and team building to develop cohesion and commitment to common unit/'organizational goals. Alternatively, Umstot (1978) has advanced persuasive arguments explaining why sociotechnical interventions should have more enduring effects in military organizations characterized by high personnel turnover. The central thesis is that the effects of "people" interventions such as team building or role negotiation are rapidly erased in workgroups in which key members are constantly changing. Sociotechnical changes such as improved job or organizational structure designs, conversely, endure longer and are more easily maintained despite changes in personnel, hence can show greater effects on mission accomplishment. In either case, interventions which focus on the attainment of mission accomplishment issues, as opposed to exclusively interpersonal concerns, are more likely to produce change in results indices.

Analysis of the OETC Program of Instruction does provide support for the task wing's contention that OETC spends relatively more time on intra and interpersonal inputs than on task-oriented methods.

Table 9 presents analysis of the practical consulting skills portion (Weeks 5-9) of the current OETC curriculum. This analysis suggests that while most emphasis is placed on techniques that can focus on both people and task outcomes (53.6 percent), OETC places relatively more emphasis on individual training and interpersonal techniques (44.5 percent). Time devoted to strictly task and organizationally focused methods (1.8 percent) such as goal setting, planning, or job or organizational design, should be increased.

The overall analysis of the OETC curriculum presented in Table 5 also supports the contention that "people circle" inputs are emphasized over application skills and organizational systems approaches. If time devoted to the FTX practicum experience is not counted, personal awareness inputs receive 35 percent of the time in the course,[1] and group process inputs 19 percent, or a total of 54 percent for personal awareness and interpersonal process concerns, as opposed to 37 percent for application skills and 9 percent for organizational systems theory. The figure of 9 percent of the OETC curriculum devoted to organizational systems theory almost certainly overstates the time spent on practical training in sociotechnical methods. As will be discussed, most respondents find that while this module acquaints them with systems theory in the abstract, it does not provide them with the specific "how to" intervention skills needed to implement sociotechnical methods in client organizations.

Minimal emphasis in OESOs' training on methods which have a higher probability of producing task and mission accomplishment results may be one cause of the paucity of performance outcomes.

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[1] The Human Behavior in Organizations (HBO) and Leadership and Management Development Course (LMDC) are considered "personal awareness" inputs. HBO, called "individual week" at OETC, consists primarily of units on personal perceptions, attitudes, values, and processes. LMDC, as will be discussed, is essentially a communications and personal awareness course. Group process modules stress group dynamics, the design and conduct of (primarily intra and interpersonal) "structured experiences," and training skills.

TABLE 9

Days Spent on Alternative OE Techniques in Practical Consulting Skills Portion of OETC Course (Weeks 5-10)

| | People | Mixed | Task |
|---|---|---|---|
| | Individual Training or Interpersonal Process Focus | | Organizational Focus |
| General Consulting Skills | | | |
| • theory, action consultation model | | 1.50 | |
| • contracting | | .75 | |
| • interviewing | | 3.00 | |
| • design of structured experiences | 2.00 | | |
| • workshop design | 1.00 | | |
| • group facilitation | 4.00 | | |
| Survey-guided Development | | 3.00 | |
| Team Building | 2.25 | | |
| Transition Model | | .50 | |
| Role Clarification | .50 | | |
| Goal Setting and Planning | | | .50 |
| Creative Problem Solving | | .50 | |
| Time Management, Effective Meeting Management | | .50 | |
| Case Practice (Week 9) | | 4.00 | |
| Institutional Discrimination | | 1.00 | |
| LMDC/LMTDC Practice | 2.50 | | |
| Total Days | 12.25 | 14.75 | .50 |
| Percentage | 44.50% | 53.60% | 1.80% |

N = 27.5 (The final 2.5 days in Week 10 consist of PT testing (.5), preparation for and movement to FTX site (1), and site preparation (1).)

Respondents emphasized that this "sociotechnical" perspective is needed in both OESOs' assessment and planning/implementation approaches. Examples of what respondents mean by "sociotechnical" included:

> "How you conceptualize the problem is the key. Most OESOs only see one kind of problem--communication or interpersonal relations--so they only ask clients one type of question: 'How's your team communication, sir?' Since most units have some type of communications problem, even if it's minor and is not really affecting mission accomplishment, the OESOs can always find a reason to do the one thing they know how to do: team building or process consultation. When you have a hammer, everything looks like a nail. What OETC's got to get OESOs to do is ask different questions that get at the real problems, e.g., 'My tank crews keep busting up the tank gunnery.' If you can get at the real problem with mission accomplishment, you're much more likely to be able to show mission accomplishment results."

> "Do you remember the classic industrial psych case about the restaurant where there was a great conflict between the waitresses and the cooks because orders kept getting mixed up, orders got out of sequence so customers who ordered early got their food late and cold, etc.? The real problem was that waitresses had no orderly way of communicating orders to the cooks in sequence. The solution was that revolving circular wheel you now see in every restaurant above the serving window between the dining room and the kitchen, which waitresses attach their order slips to and cooks prepare in the order they come in. The result was no more mixed up or late orders--and no more conflict between waitresses and cooks. What worries me is that many OESOs we're producing would not think of this--a simple sociotech solution to the problem. They'd (the OESOs) run team building and conflict resolution meetings between the cooks and the waitresses, 'cause that's all they're taught to do--or see the need for."

The Week 1 Systems module in the OETC curriculum tells students to think in sociotechnical or systems terms, but most students apparently receive insufficient practice and reinforcement in the remainder of the course to develop practical facility in this type of sociotechnical analysis.

In summary, it should be emphasized that the point here is not that the personal competency portions of the existing OETC curriculum should be deleted. Rather, (1) more time should be

devoted to methods which can impact on mission accomplishment results, and (2) OETC and OESOs must clearly distinguish the attitudes, values, and techniques appropriate for development of personal consulting skills from those appropriate for goal-directed work with clients. To paraphrase AR-600-76, "a distinction must be made between viewing OE as a form of individual development...and OE as a means of systems improvement" (p. 1-2).

## 1.4 Prescription

Along with providing OESOs with additional methods for affecting mission accomplishment results, there is a widely perceived need to equip them with sufficient knowledge to be able to suggest or recommend action alternatives to clients--and to legitimize this role as "expert" consultants. Respondents emphasized the need to:

> "...put the 'SO' (staff officer) back in 'OESO'--OETC must get students to realize that an OESO is an SO--he's supposed to tell commanders what to do to improve their operations, and if he doesn't, he's not doing his job...clients need the 'technical advisor' aspect of the OESO role, for him to provide expert help to solve the client's problem... hell, if my MD stood back and did nothing when I went to him with a problem, like many OESOs do, I'd get myself a new MD."

Respondents also reported that OETC students, particularly in earlier classes, were flatly told it was "not okay ever to tell a client what to do; We were supposed to be the 'pure process consultant' that refuses to own the client's problem or provide any substantive advice...and that's still the attitude of a lot of OESOs."

It should be observed, however, that there appears to be "time lag" in respondents' perception of the message given by OETC about the legitimacy of prescription and OESOs' functioning in "expert" roles. One observer noted:

> "The command group now states very clearly that OESOs should give advice where they have something valuable to contribute, although it's my impression not all of the faculty, and for sure some of the external consultants, haven't gotten the word. There is one caution, however: OESOs must guard against giving 'stove pipe': staff direction from 'on high'--they mustn't set themselves up to feel smarter than LTCS and COLS, because that's seen as arrogance and resented. I think the problem now is less that OESOs

feel they aren't supposed to make recommendations than they don't know enough (sociotechnical, ORSA, management, etc., methods) to have anything to say." (respondent's emphasis)

Respondents expressed concern that overemphasis on purely nondirective interpersonal process methods had conditioned some OESOs to avoid expert consultation when appropriate. One observer reported the following example:

> "OESOs are given credit for having good process skills, but I doubt this is so, in the sense that Argyris, Chin, or other well-known process consultants use this term. What I think OESOs have is a much narrower kind of group facilitator skill. They can conduct structured experiences in small groups if they have a cookbook exercise they can do, but most of them can't do real process consultation. Let me give you an example. I watched two OESOs 'process' a meeting of a group which was trying to define its mission. Right before the meeting, the CO of the group had been relieved of his duties. The XO was due to retire in two weeks, and the CO's designated replacement had suddenly been transferred to Germany. The group literally didn't know who its boss was, and the OESOs really didn't have a client anymore. No one at the meeting even mentioned any of this! People were totally lost. One member of the group said, 'I can't stand this--I can't cope.' No one in the group responded, and the OESOs just let it pass. A good process consultant would have focused the group's attention on the real issue, the sudden loss of all of its leadership, or at least probed, 'You can't stand what? cope with what, that makes it impossible to do your job?' These OESOs just sat there, and later said they didn't know what to do--and that they thought raising the leadership issue would have been 'too directive.' So I question whether OETC is really teaching adequate process consultation skills."

Several research studies have shown that "collaborator in problem solving" consulting approaches, in which the consultant takes a more active, prescriptive expert role, are more effective than pure "people processor" approaches, in which the consultant refuses to prescribe (see review in Spencer & Cullen, 1978, pp. 50-61). It is the author's impression that most Army officers are highly achievement-oriented. To the extent that some OESOs are reluctant to problem solve or give practical suggestions, they may have suffered what psychologists currently term "learned helplessness" or "educated incapacity." With the

caution of avoiding arrogance, OETC should continue its current efforts to give its graduates the knowledge to prescribe and initiate, and the clear mandate to do so where appropriate.

Recommendation 1.1

OETC should emphasize mission accomplishment in every aspect of its curriculum. Students should be asked in every exercise and every case to indicate how their interventions, personal or organizational, will impact on meaningful results outcomes for the individuals, workgroups, or units with which they work.

Recommendation 1.2

OETC should expand the curriculum time devoted to evaluation measures and methodologies. Students should be asked in each case or exercise to identify a problem or outcome variable measure in quantitative terms and how they would determine, for any OE operation they implemented, the impact it had on this problem or outcome measure.

Recommendation 1.2.1. OETC faculty should seek guidance and clarification from OE program policy makers on realistic and measurable goals and objectives for OE operations and the OE program as a whole, and the types of units which would receive priority in attempting to achieve these goals and objectives (e.g., line versus staff or industrial base units, and effective versus marginal or poorly performing units--or some optimum combination of the unit types). The OETC curriculum should clearly communicate to all students this goal and objective guidance, recommended measures, and priority targets for OE operations.

Recommendation 1.2.2. OETC should ask students in assessment and planning exercises to practice getting clients to state problems in terms which permit quantitative measurement of change in problem status, and contracting with clients for evaluation activities to assess the impact of OE activities.

Recommendation 1.3

OETC curriculum, cases, and exercises should emphasize completion of all four steps of the APIE sequence, especially the initiatory, prescriptive, or implementation skills needed to provide clients with practical recommendations which motivate them to act to improve their organizational performance. Each case or exercise should require students to specify what they would suggest the client do to solve his or her problem. Dyadic counseling and consulting simulations should include evaluations of the extent to which students in the consultant role helped clients formulate specific goals and action steps, and motivated them to act.

Recommendation 1.4

The OETC curriculum should include more emphasis on practical sociotechnical methods: organization strategy and structure, job redesign, management information and control systems, ORSA techniques, and other management methods that impact directly on measurable performance indicators. At minimum, OESOs should be able to diagnose when client organizations might profit from using these methods, know what methods are available, and be able to refer clients to, or "bring in on the case" and work with, experts in these areas (e.g., Army management analyst, ORSA, or MISO personnel). Wherever possible, OETC case and exercise materials should present students with complex sociotechnical problems which require them to analyze and propose solutions that go beyond purely "people circle" interventions.

Recommendation 1.5

OETC should recruit faculty with an academic background and practical consulting experience in sociotechnical approaches. On a short-run basis, these services could be contracted for from faculty at the Navy Postgraduate School, which includes persons well-versed in technostructural intervention theory and in the case method of instruction. In the intermediate term, OETC should recruit persons with these qualifications for its own faculty. In the long-term, OETC should perhaps be moved under the aegis of an academic faculty.

2.0 Standards: the need for clear competency standards for OESO recruitment, selection, educational performance assessment, graduation, and professional development.

This second major category of findings and recommendations concerns the standards or criteria against which OESO candidates are selected, trained, and certified. The OETC currently has 88-92 published competency criteria for OESOs: 44-46 "knowledge" competencies and 44-46 "functional" competencies, depending on the version cited.[1] (These competencies are listed on pp. 2-13 of the OESO Post-course Questionnaire presented in Appendix C.)

[1] Data collection forms used with 1977 classes referenced 88 competencies; 4 additional competencies were added for 1978 classes.

It is the consensus of virtually all respondents--the Concepts Directorate personnel who developed the competencies, the training faculty, Evaluation Directorate researchers, and most importantly, students--that these competencies have rarely been used in any practical way at OETC. The OETC's published competencies are not used to select, train, certify, place, or further develop the professional abilities of its students or graduates. Further, the OETC competencies have no empirical basis: There are no objective data to show that these knowledge and skill elements actually predict effective performance as an OESO.

A high priority for OETC or researchers concerned with the Army's OE program should be to develop a true competency model for OESOs, based on an empirical comparison of the knowledge and skills of the most effective OESOs with those of less effective performers (cf. McClelland, 1975). This would permit specification and measurement of the actual competencies needed to do the job. These criteria could then be used to make recruitment, selection, assessment, education, performance, and graduation/certification decisions.

Findings on standards are best addressed at each stage in the personnel process:

## 2.1 Recruitment and Selection

Almost all respondents (notably including line commanders who have received services from graduate OESOs) concur that OETC students are highly selected: "the cream of the Army...the best young officers I've seen." (A few respondents worried that the quality of OETC students is dropping as the OE program becomes institutionalized and ceases to be "the hot new thing," but offered no evidence to support this impression.) Data on the early promotion and regular promotion rates, OER scores, and field perceptions strongly support the impression that OETC students are highly selected.

Criticisms of the current selection process focused on (1) lack of knowledge of the process or criteria by which OETC students--particularly NCO personnel--are selected (despite published statements); (2) failure to "rationalize" the selection process so that selected officers fit more precisely by grade, specialty, previous staff experience, and the like with expected placement assignment; and (3) failure to select students on the basis of competencies known to predict success in consulting roles. It should be noted that selection of OETC students is not a function of OETC, but is done by MILPERCEN.

The Evaluation Directorate has prepared a detailed systems model for "Recruitment, Selection and Training of the OESO" to

clarify demographic selection criteria for OETC students and match graduates to expected placements. This plan has not been implemented; OETC respondents expressed the belief that this system was too elaborate to be practical.

Selection by criterion-validated competency standards seems to be a more important issue: "OETC needs to do a front end competency analysis of the competencies OESOs <u>really</u> need, so we can select people on the competencies which predict success." Researchers have found that in human service jobs, "selection is prepotent over training," (i.e., it is easier to select persons who naturally exhibit such performance related skills as listening with accurate empathy, or the ability to create an immediate feeling of liking and trust with others, than it is to try to train persons who do not naturally have these competencies to exhibit them--Carkhuff, 1969). While military personnel systems are founded on the belief that "a good officer can do anything well" (and it is very detrimental to an officer's career to fail in an assignment) no matter how inappropriate given the individual's competencies, studies indicate the competencies required to be an effective internal consultant in a military organization are quite different from those needed to be an effective leader (McClelland, 1975). Many respondents observed:

> "You can be a damn fine tank driver or infantry commander, and a perfectly rotten consultant...It's a shame to let or get guys in here (OETC) who aren't going to like this stuff, aren't going to do it well, hence are likely to spend two years in a billet they hate, to the detriment of both their careers and the OE program." (This does not appear to be a major problem to date as most students attending OETC are volunteers.)

Respondents recommend that OETC candidates be screened using assessment center methods which assess applicants' natural ability in key consulting competencies. This is an excellent idea, if criterion-validated competencies for OESOs are developed, if sufficient time and financial resources in the selection process to conduct assessment centers are available, and if there is an excess of applicants over persons who can be admitted to OETC. (In fact, OETC has apparently experienced difficulties in filling classes, so elaborate selection systems may be a moot issue.)

### <u>2.2 Training and Education Performance</u>

OETC students and faculty expressed the need for (1) clear, <u>objective</u> standards for knowledge, behaviors, and application skills students are expected to demonstrate at each point in the course; and (2) objective, competency-based "applications tests"

to give students specific feedback on their level of competency in each skill. OETC's current tests range from multiple choice tests on knowledge content, to case exams in which students must analyze a complex case and identify appropriate actions (cf. the method used at Stanford and Harvard Business Schools, McNair, 1954), to "applications tests": ratings of student performance in actual simulations of job related tasks. Multiple choice exams, especially those on systems terminology, are perceived by students and faculty to be irrelevant because they do not test students' ability to use systems concepts in any practical context (the author concurs with this perception). The systems case exam and the engineering battalion and institutional racism case exams and exercises were not commented on by OETC respondents but appear to the author to be excellent: realistic, detailed, requiring students to actually use systems concepts to analyze data, draw conclusions, and determine appropriate interventions. The applications tests used to assess students' facilitation skills were highly praised by both students and faculty as realistic, objective, fair, and very useful in providing students with behaviorally specific feed-back. Most respondents advocated that applications tests or assessment center exercises be used to evaluate student learning in all curriculum units. OETC faculty appear to be moving toward developing and implementing tests of this kind at the present time.

### 2.3 Graduation and Certification Criteria

Respondents were ambivalent on this issue. On one hand, most felt that the majority of OETC graduates were highly qualified: "Very few people get out of here who can't do the job...OETC graduates a higher percentage of competent persons than most Army schools." At the same time, most respondents assert that OETC needs to develop objective graduation and certification criteria and hold students to meeting these standards. Several OETC persons noted:

> "Until this class (2-78), no one has ever not graduated,[1] which says something about the lack of clear standards here....When the school was set up, everyone was trying to get away from being evaluative, so there was almost an ideological egalitarian bias against grading, making the school competitive, or holding people to standards. Also, to get the OE program off the ground, we kind of had to insure that

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[1] A few people seem to have voluntarily withdrawn or been counseled out of direct OE work. The author was unable to get precise figures on attrition via these mechanisms.

no one's career would be wrecked by being deselected from the school, lest the word get out and no one want to come to the school."

Again, a prerequisite for OETC to develop objective, competency-based graduation and certification standards is the need to identify the competencies which actually predict OESO success. In the absence of such measures, it is not possible to evaluate objectively what knowledge or skills OETC graduates have or lack.

## 2.4 Professional Development

All groups of respondents had strong feelings about professional development training for OESOs after they graduate from OETC. Practicing OESOs very much desire professional development opportunities. Reasons cited included improving their on-the-job competence; filling gaps in their existing knowledge and skill levels; becoming aware of new ideas, approaches, and methods; getting away from their immediate requirements to gain perspective; achieving personal growth to help deal with stress; being rewarded for good work. Preferred sources included programs by external consultants and organizations, academic courses, professional conferences, and particularly, meetings with other OESOs to share information, ideas, and case reviews.

OESOs and OESO supervisors reported needing standards for deciding which professional development activities OESOs should attend. This issue of standards is an emergent management concern. A number of respondents, notably senior officers, reported being distressed that OESOs tended to choose personal growth and interpersonal awareness offerings over more job-related courses. Several respondents suggested that this issue be resolved by having OETC, TRADOC, or the FORSCOM HRD office publish a list of recommended, approved, and "off limits" courses: "It could help to have a list of 'must have' courses (those every OESO almost has to attend), 'nice to have' courses (those people can go to, but only after they have the 'must' courses), and 'no way' courses." One group proposed that all funding for professional development activities be centralized in FORSCOM and TRADOC to permit close control. Other respondents argued persuasively that OESOs are mature individuals who should have the autonomy to choose those experiences which they in their best judgment think will most contribute to their professional development.

The issue returns to one of standards. Without a clear specification of what knowledge or skill competencies OESOs need to do their jobs, it is difficult to assess what skills they have or need, and hence which professional development activities would provide them with the greatest benefit.

Recommendation 2.1

An empirically-based, criterion-validated competency model for OESOs should be developed. OETC or research agencies supporting the Army's OE program should develop an OESO competency model, based on the knowledge and skills exhibited by a criterion sample of practicing OESOs rated most effective, which specifies objectively measurable competencies capable of being used to select, train, and certify OETC students. Competency standards, stated in terms of demonstrable behaviors, should be clearly stated so that students know what is expected of them.

Recommendation 2.2

Reliable and valid applications tests should be developed to assess OETC applicants, measure student educational progress, define requirements for graduation, and provide students with guidance as to which professional development resource would be of most benefit to them.

Recommendation 2.3

OETC should publish a catalogue with guidance on professional development courses most likely to improve OESOs' professional performance. Findings previously discussed indicate that sociotechnical and evaluation methods courses should be given highest priority.

3.0 Reality: the concern that many parts of the OETC curriculum and learning materials did not reflect the reality of Army norms, protocol, procedures, problems, or desired mission outcome results.

A typical statement by respondents was, "The (OETC) curricula is shot through with irrelevant structured experiences from the human potentials movement that have very little to do with the Army, or with actual practice as an OESO." (The same criticism was frequently made of the LMDC course.)

Process-oriented respondents defended "humanistic" structured experiences lacking specific Army content or relevance, basing their opinion on the premise that such exercises freed respondents from their usual sets and enabled them to focus on process and hence learn new perceptual and interpersonal skills. One respondent asserted:

"Look, these guys get hooked on content. If you give them an Army situation, there's always an 'Army way,' and as a result they stop paying attention to the people and process issues, which is what we're trying to teach them. We deliberately use exercises and games that aren't task-related to get guys out of their usual mode so they can experience new ways of seeing and responding."

This premise--that learning is enhanced through the use of simulations which bear little relation to students' occupational or organizational reality--is debatable. Studies of the case method (McNair, 1954; Walton, 1972; Bennett & Chakravarthy, 1978) suggest that cases which approximate real life situations are more effective in promoting learning and student motivation. Adult education theorists (Knowles, 1970) generally maintain that educational experiences should be as close as possible to what students are actually going to do.

It is the author's impression that the real issue here relates to the mission accomplishment concern discussed above. The problem is less that OETC exercises are not "Army" than that they are not realistic, not relevant to organizational functioning, and not outcome-oriented. Many respondents mentioned that they would have liked more examples of effective OD methods from industrial and other non-military environments, and that they learned a great deal from external sources which provided alternative perspectives and techniques. (The "transition model" was frequently cited as an example of an industrial OD method effectively transferred to Army practice.) It should be noted that OETC's Concepts Development group is actively monitoring external sources, and OETC training faculty are developing and using more realistic organizational case materials (e.g., the Week 9 Engineering Battalion case).

Recommendation 3.1

OETC should continue its present efforts to "Army-ize" structured experiences where possible to increase their realism, and drop from the curriculum those exercises which appear irrelevant to Army environments. OETC should increase the use of realistic organizational development cases (e.g., those in the organizational behavior series published by the Harvard Business School International Case Clearinghouse) which meet the criteria established by Bennett and Chakravarthy (1978): Organizational development cases should (1) focus on an interest-arousing (mission accomplishment) issue; (2) require solution of management problems; (3) present alternative solutions; (4) be self-sufficient in theoretical background; and (5) teach a management skill. (Criteria 4 and 5 mean that the case actually describes methods students can use--e.g., five alternative organizational

design options for differentiating tasks, integrating operations, and reducing conflict among organizations with overlapping responsibilities.)

Recommendation 3.2

OETC should recruit or contract for faculty who have had extensive practical consulting experience in military and/or industrial settings on problems of improving mission accomplishment (cf. Recommendation 1.5 above).

Recommendation 3.3

OETC should invite practicing OESOs, clients, and OD practitioners in other organizational settings to present actual OE cases in a "living case" format to expose students to real problems, task-oriented models of consultation, and alternative intervention methods.

4.0 Specialization: consultant versus training tracks, and staff versus line OETC.

Many respondents advocated that OETC tailor its curriculum and develop specialized tracks for students going to different tasks and MACOMs upon graduation. The basic speciality distinction was between OESOs who would function primarily as trainers, delivering LMDC, Key Manager, and related courses; and those going to MACOMs who would function primarily as OE consultants. A lesser distinction was made between students going to high level staff commands (e.g., DA or HQ FORSCOM) and those going to field installations to work primarily with line units.

At the root of the consulting versus training issue is whether OESOs should deliver training courses at all. Some respondents strongly felt that they should not: "A lot of the (OETC) curricula is spent on putting us through LMDC and teaching us to give or teach others to give LMDC courses. We shouldn't have to do that--LMDCs should be TRADOC's responsibility, and should be taken out of the OE program altogether." These respondents argued that TRADOC should provide the personnel and take over the delivery of LMDC and related courses, leaving OESOs free to spend all their time on consulting activities. (TRADOC OESO respondents were particularly vocal on this point: "We came here expecting to have a chance to consult, but all we get used for is training.")

Other OESOs, however, reported that their ability to deliver the LMDC course was their most valuable asset, both for introducing and marketing OE programs to potential clients, and as a team building OE intervention in itself: "It's our basic offering, the most important tool we have in our kit bag."

Respondents also differed on whether--or to what extent--OETC should tailor its curriculum to prepare students for the job and MACOM they would report to upon graduation. "Generalists" argued that OE jobs are so varied that it would be practically impossible to develop job- or MACOM-specific tracts, and that OETC should focus on giving all OESOs the same set of basic skills. This is the OETC's current policy. "Specialists" argued that for at least one week OETC students should divide into groups by placement site and be given specific training, briefings, case studies, and other orientation relevant to their assignment: "OESOs should get exposed to DA high-level policy, civilian, union, etc., issues if they are going to have to deal with these issues...people who are going to have to train should get additional trainer training and practice course delivery." The week after the FTX was the time most often recommended for this specialized training.

A final specialization issue concerned whether or not OETC should create an advanced OE course to create a group of "master OESOs" skilled in advanced technostructural, data processing, evaluation, and strategic policy planning techniques. The Army's OE program would undoubtedly be strengthened by having a corps of such consultants, but preparing such consultants seems beyond the OETC's resources. The Army might be better advised to train selected officers for this role by sending them to graduate military or academic institutions (e.g., the Navy PG School Human Resources Management course, or comparable programs at Harvard, Stanford, or Sloan Business Schools).

Recommendation 4.0

The OETC curriculum should provide two to five days of specialized training to prepare students for specific job and MACOM assignments. This module should include realistic cases and presentations, conducted by OESOs from the placement site, which illustrate the specific missions, problems, OE programs, and outcome objectives at the site.

5.0 Management of Consulting Operations: the need for training in how to manage consulting activities.

Respondents cited a need for training in the following areas:

- management information, accounting and control systems for consulting groups

- standards for the utilization of internal management consultants (e.g., the percentage of applied time devoted to direct delivery on projects, research and development, professional development, travel, and overhead--"unapplied time")

- time management, budgeting, and planning for managing specific interventions: how to develop time budgets, standard estimates for the time required of both OESOs and client personnel to implement various types of OE activities (e.g., a transition model or a survey-guided development sequence)

- cost estimation, specifically estimates of cost per applied man day on OE operations

- planning budgeting and managing client load (i.e., simultaneous OE operations), including "anticipating realistic loads" and "how to say no" to (which) clients requesting additional work

- "strategic OE": how to pick clients for maximum impact

- marketing: how to make clients aware of OE services, including distributing brochures, giving briefings, making "cold calls" on prospective clients

- how to develop personal support systems (e.g., when to work or talk with partners to mitigate the stresses of working alone)

- how to integrate OE operations with those of the organization (e.g., the Office of the Chief of Staff, or HRD) in which the OE office is placed (this issue was frequently expressed as "how to survive in placements" and "how to manage the boss")

OE offices comprised of two or more OESOs are in effect small consulting firms. There is an established literature on management methods and standards for professional service organizations (e.g., profit making and non-profit consulting, legal, or architectural firms--cf. Jones & Trentin, 1968). For example, a commonly accepted standard is that consultant applied rates (time spent in direct work on projects, including travel time) should be about 75 percent of total days worked in a year. Direct application above this rate does not permit professionals sufficient time to keep current with literature in their field and leads to consultant "burn out": levels of personal and familial stress which, sooner or later, result in health problems or withdrawal from professional activity. Application

rates much below 75 percent result in bankruptcy for profit-making organizations, and intolerable costs and inefficiencies in non-profit units, which lead to reorganization, budget cuts, or abandonment of the service. Similar standards exist for overhead, general and administrative, travel, funds, and time allocations in professional service groups.

Data on consultant application rates permit calculation of the cost per applied man day and the cost for a specific OE operation. Cost per applied day is calculated by dividing the total cost of maintaining a person in an OE billet by the product of the person's applied rate and the number of hours he or she works in a year. Billet costs include salary and fringe benefits (e.g., retirement, medical, and housing benefits); overhead (e.g., costs for the occupancy, light, and heat of the OE office he/she occupies, and for secretarial support and computer time); general and administrative expenses (e.g., travel, per diem, books and learning materials costs, where these cannot be allocated to specific OE operations); and amortization of the cost of training the OESO.

These calculations can be quite revealing. Using estimated costs provided by one OE unit which assumed total billet costs of $45,000 (2.5 times salary) for the average OESO grade in the unit (between senior captain and major); $5,000 for amortization of OETC training costs per year; and 75 percent application during a 220-day work year, the daily cost of an OESO's time is $300. This is a "full cost" rather than "out of pocket" cost estimate, because the cost of the officers' salaries and the facilities used by OESOs would be borne by the Army in any event. The $300 figure is neither particularly high nor low; it approximates the daily rate currently charged by external civilian consultants. The question, of course, is whether the Army units get an adequate return on $300/day OESO services. It should also be noted that cost per applied man day is highly sensitive to applied rates. The author has observed some military consulting groups which had a cost in excess of $1000/man day because of low (25-30 percent) applied rates. As soon as these data began to be collected and published on a routine basis, application rates rose--and cost/man day fell--to more reasonable levels. The power of data feedback of this nature to rationalize operations is considerable.

The costs of an OE intervention can similarly be calculated from the total time in days spent by OESO and client personnel, the daily cost of these personnel to the Army, and any direct costs of the operation (travel, per diem, and supplies).

To the author's knowledge, only one OE group has attempted to account for OESO applied time and to use professional service organization management methods to increase the efficiency of

consultant use. This group employs the simple method used by law and consulting firms of recording and "billing" all hours worked to specific OE client operations, or to various overhead categories: R&D, professional development, or unapplied time.

Practicing OESOs (particularly Majors and LT Colonels who become managers of OE groups) perceive a need for some knowledge of these standards and methods to help them manage their own time, realistically schedule and manage simultaneous OE operations, and alleviate anxiety about what constitutes a reasonable and a fair level of consultant application. The Army's recently implemented "Key Manager Course" may provide a vehicle for communicating these methods.

Recommendation 5.0

The OETC curriculum should include a brief module on methods and standards for management of internal consulting organizations, with a case problem or exercise which requires students to set up a time and cost accounting system for a group of practicing OESOs.

## 6.0 The Length of the OETC Curriculum

Numerous respondents urged that the OETC course be lengthened (1) to provide more time for reflection and research; (2) to permit inclusion of topics not now covered in depth, particularly sociotechnical and evalution methods; and (3) to qualify the course as a change of duty station which would provide students with the funds to bring their families to Monterey while they attend OETC. (The latter is a significant concern for students who find that the personal growth aspects of the OETC experience either raise issues that they want to share with their spouses and/or create strains in their marriages.) All three arguments for lengthening the course appear to the author to be legitimate. Clearly more time in the curriculum would be desirable (increased resources are always desirable, and the basic question here is one of resources). OETC training should be lengthened if this is required to include adequate instruction in technostructural methods and evaluation techniques. (The author is unable to make a specific recommendation on this issue due to lack of knowledge of TRADOC budget constraints.)

## The OETC Curriculum

This section summarizes data specifically concerning the OETC curriculum, and is divided into three categories: (1) general comments under strengths, weaknesses, and mixed issues (those reporting both strengths and weaknesses); (2) comments

about the strengths and weaknesses of specific modules in the OETC curriculum; and (3) analyses of qualitative data on the comments from student post-course questionnaires.

## General Comments

### Strengths

Experiential Adult Education Methods. Respondents were nearly unanimous in saying that experiential education approaches used in the OETC curriculum enhanced learning, motivation, and the ability to transfer learning to practical use. The diversity of learning inputs--such as readings, lectures, concrete experiences, simulations--was considered highly effective by most respondents.

The Field Training Exercise (FTX). Most respondents reported that the FTX was an extremely important part of the course, "the place where everything comes together and becomes real." This is significant because external observers looking at the OETC curriculum often see the FTX as something which could be cut to free more time for classroom instruction in topics (e.g., socio-technical and evaluation methods) now neglected. These respondents asserted that a frequently mentioned alternative was to provide the FTX experience through on-the-job training at students' placement sites under the supervision of experienced OESOs already there. (Certain Navy Human Resource Management Centers use a system in which, for the first six months, graduates of the Navy's OE consultant school are considered interns in the field. During this period they are given special training, rotated among consulting assignments and supervisors to give them the widest possible range of experiences, and evaluated on actual field performance. At the end of the six-month period, those who have performed adequately become full-fledged consultants.)' The Navy model is possible where a group of experienced and competent consultants are present at a site to supervise and coach newly graduated students. OETC faculty argue that the Navy model is not applicable because most of the Army installations do not have groups of OESOs capable of adequately supervising OESO interns. This may have been true in the past, but it is the author's impression that major installations now have or are rapidly developing such groups. It might be possible to have students intern after 16 weeks of training at one of these installations, perhaps with both OETC faculty and local OESO supervision. It is clear, however, that some type of practical FTX experience is highly desirable.

Accreditation by the American Council on Education (ACE). The 16 graduate credit hours awarded for the OETC course clearly have provided several positive benefits for OETC: enhanced

morale for command, faculty, and staff; increased attractiveness of OETC for potential students, particularly those pursuing degrees (hence an aid to recruitment efforts); and enhanced visibility and credibility for OETC and OE with potential clients and others in the Army community.

The author attempted to assess exactly what the ACE accreditation said about the content of the OETC curriculum. This proved somewhat difficult because there was no documentation of the criteria or data on which the assessment was made. The author was able to contact the Chairman of the ACE evaluation committee and ACE's office in Washington, D.C., and to review the Guide to the Evaluation of Educational Experiences in the Armed Services (ACE, 1976) and The National Guide to Credit Recommendations for Noncollegiate Courses (ACE, 1978) published by ACE. The following questions were asked:

- What are the criteria for awarding credit (e.g., course hours, numbers of Ph.D.s on the faculty, books in the library)?
- Exactly how was OETC assessed?

The findings are as follows (all direct quotes are from ACE personnel):

ACE has a standing contract with the Department of Defense to evaluate military training programs, when DOD makes a specific tasking.

ACE assesses a military course by assembling a team of subject area specialists (faculty who teach subjects similar to those in the course being evaluated) from various institutions of higher learning. Team member selections are essentially at the discretion of the chairman of the evaluating team. The evaluating team spends two days observing the course to be evaluated. An initial effort is made to "get an overview of how the program works" by "reviewing course outlines and tests, looking at course faculty and their backgrounds, and looking at the students and their backgrounds."

Credit hours are awarded at one of four levels: vocational/technical, lower B.A. (first two years of college), upper B.A. (third and fourth year of college), and graduate level. ACE "very rarely evaluates graduate courses--most military courses are at the vocational/technical level, like a mechanics school for enlisted personnel--we've seen only two or three graduate level courses in our experience, and OETC was the most sophisticated we have seen."

Three criteria are used to determine the number and level of credit hours awarded:

- the "level of potential" of the student body: as "all OETC students had B.A.s and many had M.A.s," the ACE assessors thought graduate level credit was appropriate.

- classroom and outside study hours: assuming a ratio of 1 out-of-class hour required for every 1 hour in class, the ACE assessors considered 40-45 class hours (plus the assumed 40-45 outside hours) equivalent to 3 credit hours in an academic institution; and

- subjective assessment of the content of course curriculum: "ACE assessments are essentially subjective: We look at course material and ask, 'Would this material be used at my institution in a course of this kind? If I were teaching this course, what would I expect of my students?'"

Subjective assessments were not documented, although OETC respondents reported that ACE team members thought the OETC curriculum would be strengthened by including (1) more materials on organizational systems design, (2) more theory, and (3) more use and critical evaluation of student case studies (Denzler, 1978).

ACE essentially assesses courses, not institutions. The qualifications of OETC faculty are not assessed by ACE: "Our role is not to evaluate the faculty or the institutions from which they received their degrees. If a degree was awarded, if the Army is calling him Doctor, if the organization has accepted him at that status, we accept him at that status--we don't evaluate people or degrees." ACE personnel concluded that their evaluation of OETC "basically says that OETC students were full-time graduate students for one semester."

The ACE assessment appears to the author res ipso loquitur: fair as far as it goes, not in conflict with the findings of the present report, but insufficiently specific and documented to provide clear guidance for OETC's future development.

Weaknesses

Sociotechnical and Evaluation Modules. As discussed under major issues, the major weakness respondents saw in the OETC curricula is underemphasis on task-oriented prescriptive techno-structural and evaluation methods. Respondents were well aware that inclusion of these topics would require substantial revision and/or lengthening of the existing OETC 16-week curriculum.

Assignment Specific (MACOM and Task) Training Tracks. As discussed under major issues above.

Reality. The need for more realistic cases, simulations, and presentations, as discussed above under major issues.

General Organizational Questionnaire. OETC students and graduates consistently rate this part of the OETC course lowest in understandability and usefulness. Students particularly report not understanding the technical details of processing the GOQ, and many recommended that OETC implement the "Survey Officers Course" and "Survey Data Processing Course" for a self-selected group of students with a background and interest in survey methods and/or data processing. It is the author's impression that relatively few OESOs actually use the GOQ once they are in the field, either because they prefer to use process consultation methods or short surveys developed from interview responses; because they find the GOQ too cumbersome; or because of lack of client or installation acceptance. A clear recommendation would be to drop the GOQ, either replacing it with a shorter, simpler, more easily processed instrument (e.g., short self-scoring surveys) or preparing and encouraging OESOs to develop their own instruments from interview data. OETC is now conducting a study of the utility of the present form of the GOQ.

Organization. Some respondents (OETC staff and students, particularly those from early classes) were critical of the organization of the OETC curriculum, citing "instability" (constant changes in the POI). (It should be noted, however, that others saw this flexibility as a strength.)

The Post-FTX Week. Students and graduates reported nearly universal dissatisfaction with the last week of the course: a repeated refrain of, "Why do we have to come back after FTX? It's a total waste, because everybody's concerned with getting moved to their assignment site, so they can't learn anything anyway."

Insufficient Time to Reflect and Do Research. Students and graduates report feeling the intensive OETC course does not permit them enough time to reflect and do research (this comment is frequently made in context with the "lengthen the course" major issue). Students in earlier classes who were required to complete a research paper reported that this was not a particularly valuable exercise because they did not have sufficient time to read or research any topic in depth. The recommendation was frequently made that the research paper should be a detailed case study of the FTX experience--if there were time to reflect and write up such a case study. This recommendation was adopted with Class 1-78 and continues.

Mixed Strengths/Weaknesses

Student Assessment/Appraisal. As noted under "Standards" in the major issues discussion, students strongly support applications testing, and would like greater clarity concerning OETC faculty performance expectations, appraisals, graduation, and Academic Efficiency Report criteria.

Workshop Design. Students and graduates report that they are very well prepared in the design of structured experiences and workshop design, but criticize what they perceive as the narrow "cookbook" approach to group facilitation, which is predominant at the school.

Comments on Specific Modules in the OETC Curriculum

Week 1: Introduction and Systems

Strengths of this module include the Looram notes and experiential exercises which require students to use systems concepts in actual analyses of organizations or problems (e.g., the comparison of two similar organizations or analyzing how to market OE using the Kast and Rosensweig model). Students also praised the instrumented experiential use of leadership theories to link the various circles of the systems model. The operant case analysis essay exam is considered much more useful than the respondent multiple-choice test of systems terms.

Weakness in the systems model is insufficient practical experience in using systems concepts to analyze organizations. Analysis of more written and film or living case studies is strongly recommended.

Week 2: The Leadership and Management Development Course (LMDC)

Assessment of this course properly requires an evaluation report of its own. As indicated at the 14 August 1978 OETC Leadership Conference, LMDC is not really a "leadership and management" course, but an interpersonal awareness workshop which, if effective, acquaints participants with new communications and group process concepts.

Strengths. LMDC provides a good basic introduction to a somewhat limited set of communications and group process concepts. The design of the course is good: It "hangs together" and is well-paced. Most participants (93 percent according to a 1975 LMDC evaluation report) like the course (although many report having difficulty in relating it to their actual jobs). It is effective in introducing OE and OE concepts to (skeptical) potential clients--many OESOs report that clients were receptive

to OE only after attending an LMDC--and as a team building/ training OE intervention. OETC students find it valuable to have an integrated overview course early in the OETC curriculum.

Weaknesses. LMDC lacks any empirical basis: There are no data to show that any of the concepts it teaches are in fact related to superior leadership in the U.S. Army. Depending on how it is conducted, LMDC is biased toward personal growth rather than professional development. The course is perceived by many participants to have little relevance to real Army jobs. Some of the structured experiences are considered inappropriate by traditional Army personnel. Many respondents find the readings too difficult. Cases, exercises, and simulations should be "Army-ized" and deal with real and relevant Army leadership issues.

The course is not task-oriented. Group exercises stress consensus, not task or mission accomplishment. Perhaps symptomatic of this (and some respondents argued, of OETC itself) is the emphasis placed on the FIRO instrument as a diagnostic measure of group process. This instrument has two affiliation scales (inclusion and affection) and one power scale (control), and omits any measure of task accomplishment. (Almost all other validated small group process instruments and organizational surveys include a task achievement scale.) FIRO-B should be replaced by an instrument (e.g., Bales, 1970) which indicates that task accomplishment is one of the relevant dimensions of group process.

Perhaps the best comment on the LMDC course was made by one of the originators of the course:

> "LMDC has been used--and criticized--for everything except what it was intended to be. Its original objective and design was skill awareness, not skill building--to tear the blinders off NCOs and junior officers, to show them that there are new ways of doing things, and to motivate them to want more. LMDC is totally useless by itself because it is not designed to change behaviors--BUT, it's a beautiful little course to get people thinking, open them up to want new skills."

The author concurs: The course effectively meets this objective, and unless and until the Army decides to develop competency-based leadership courses designed to teach central skills, LMDC may need only the cosmetic "Army-izing" changes discussed above.

Other minor changes could increase LMDC's effectiveness. The introduction to the OE portion of LMDC could be improved by including an experiential exercise (e.g., having participants complete a short, self-scoring climate survey instrument on

their perceptions of their own organization, then considering action steps for organization improvement--i.e., a brief but realistic simulation of the OE APIE process). Many studies show that goal setting and action planning for the use of concepts learned in a training course are crucial to actual application of learning on the job. The LMDC should conclude with having participants use concepts learned in the course to set a goal and formulate action steps for solving a real problem they are encountering in their job or career. This would ensure that course learning is related to participants' actual work situations.

OETC and TRADOC personnel concerned with the LMDC course are well aware of these deficiencies in the present LMDC design, and are currently revising the program.

Weeks 3 and 4: "Individual Week"

Strengths. The individual week portions of the course provide a good introduction to basic psychological topics. Most students report finding this section of the course valuable in terms of their personal growth and awareness, but some experience difficulty in relating this material to the actual tasks of organizational consulting. The peer competency analysis form is good, although there are no data to show that its variables in fact predict consulting effectiveness.

Weaknesses. The basic criticism of the individual week modules is that there is no clear rationale or relationship between these inputs and practical consulting skills and no competency measures predictive of successful performance as an OESO. A typical comment was:

> "It's nice-to-have stuff, but it's sort of a potpourri of TA (transactional analysis), stress workshops or self-defeating behavior, etc. Why these rather than other inputs? What's the rhyme, reason, or plan behind it all? How does it relate to OESO consulting skills?"

Where possible, inputs should be related to real OE situations through the use of actual cases. For example, use of the Bem Androgeny Scale and readings on "Androgenous Trainers" to teach sexism should be replaced by cases describing sexism problems actually encountered by OESOs in Army organizations.

A basic recommendation is that the individual week and consulting skills portions of the course be combined, condensed, and competency-based. A competency-based approach to teaching consulting communications skills (e.g., the reliably measurable and extensively validated competency-based model for consulting skills described by Carkhuff, 1969, and Carkhuff & Berenson,

1976) could respond to the perceived need to "teach interpersonal skills as behavioral tools OESOs need to do the job".

Weeks 5 and 6: Consulting Skills

Strengths. The summary of consulting models (Beckhardt, Lewin, Lippitt, Kolb-Frohman, etc.) appears to be a good introduction and rationale for the Army's APIE model for conducting OE interventions. The contracting and interviewing exercises also appear to be valuable. Very good, complete models of written contracts for intervention are provided. In general, the course material does a fine job of covering the state of the art, and the experiential exercises with videotaped feedback appear to be very effective.

Weaknesses. Students would like some objective measure of their performance in interviewing exercises--perhaps a coding and comment system comparable to that used to assess facilitation skills in Week 7. Most critical comments focused on the portions of the course dealing with the GOQ. Students report not liking and not understanding technical aspects of coding control cards for data processing and not receiving enough concrete experience in performing these functions. As usual, they consider the multiple-choice test on this material useless and would prefer a practical application test.

Weeks 6 and 7: Facilitation of Groups/ Structured Experiences

Strengths. Students report themselves well-prepared to conduct structured experiences in groups (although graduates question the relevance of the great emphasis placed on this skill). The observation-based application test used to assess students' actual performance in facilitating exercises is excellent and unanimously praised (the author concurs).

Weaknesses. The basic weakness is the overemphasis on structured experiences and group facilitation. Students and graduates would prefer that more time be scheduled for practical, task-oriented workshops such as those dealing with planning, problem solving, and goal setting. One recommendation is to combine Weeks 7 and 8 and have students learn to facilitate by presenting the actual workshops they will use in the field (e.g., team building, role clarification, time management, or transition seminars) as opposed to the present structured experiences.

Week 8: Implementation Workshops

Strengths. The Engineering Battalion case, as noted above, is excellent, and is a model of the kind of realistic Army OE

learning materials OETC should develop for use in all modules. The role negotiation exercises used to deal with a real issue, student role relations during the FTX, is another excellent example of experiential learning in the context of dealing with a real problem faced by participants. The summary of creative problem solving theories appears to be good, although the practical experience in using the methods is omitted.

Weaknesses. The sections on planning are perceived by students to be too complex and insufficiently experiential: "We don't really learn how to help a group plan anything." In general, the weakness of this week is that students have too little time to practice conducting the workshops they are exposed to: time management, goal setting and planning, meeting management, and transitions.

Week 9: Case Exercise

Strengths. The approach is excellent. The feedback and planning role plays, which require students to reduce data to a manageable number of items, constitute a far more effective approach than that used in previous OETC classes which asked clients to attempt to make sense of as many as 30 flipcharts with several hundred comments. (OESOs should keep in mind Miller's "magic number 7 + 2": the finding that the human mind cannot hold in present memory and act on more than about seven pieces of data at one time.)

Weaknesses. The only weakness is that the follow-up and evaluation part of the case study is limited and unspecific. As usual, this element of the APIE cycle needs more emphasis.

Weeks 10 through 15: the FTX

Data on the FTX have been discussed above. Overall, the practical experience is highly valued. Some students question the amount of time they must spend practicing and teaching the LMDC course. The strengths and weaknesses of students' FTX performance, as assessed from FTX reports made available to the author, parallel those of the OETC curriculum. Students are confident in their use of the LMDC course, weak in the mechanics of utilizing and preparing the GOQ, tend to feed back too much data without focusing on mission accomplishment, and are overly oriented to process and structured experiences. In his report, one FTX supervisor noted:

> "I think that we at OETC place too much focus on group development during LMDC week. I found that our students were, from the very first day, placing a great deal of emphasis on feelings, asking people to 'get into their gut' and so forth.

"The initial inclination as I observed each team was to immediately begin to consider structured experiences to design into a workshop...without having first talked to the client to see what he might desire as far as implementations were concerned.

"My general impressions from the feedback briefings were that all teams were presenting much too much data, resulting in data overload...(implementation) memorandums of understanding were general in nature and did not specifically outline tasks to be accomplished, or specific desires of the commander to improve his unit. Therefore, the assessment was done around general statements pertaining to the organization."

This pattern of behavior also exists among experienced OESOs.

Week 16: Summary and Graduation

As noted above, most students and graduates consider this week wasted. This time should be reprogrammed.

Qualitative and quantitative responses on the Student Post-test Evaluation Questionnaire were analyzed to check student perceptions of strengths, weaknesses, and trends in the OETC curriculum. Trend data were created by combining data from the three 1977 classes and comparing mean responses with those from the combined data for the two 1978 classes. (The rationale for these combinations is that key management changes took place at OETC at the close of the 1977 calendar year, the most significant of these changes being the assignment of a new Director of Training.) It should be emphasized that the following findings are based on subjective self-report data rather than objective measures of student competencies, and the competency measures used lack any empirical basis, known reliability, or predictive validity. The data do, however, provide an index of how well students feel OETC has prepared them in various substantive areas.

Qualitative data were analyzed by content analyzing subjective responses and scoring the frequency with which content categories were mentioned. Table 6 (p. 23) presents these data. Students report themselves to be best prepared in group and interpersonal skills, assessment methods, and conducting LMDC, and least prepared in use of the GOQ, systems theory, and implementation. Trends indicate that students' perceived preparation in group and interpersonal skills and implementation workshops is increasing, while perceived preparation in systems theory, assessment, and the GOQ is decreasing. As a result, students increasingly report wanting more time for systems theory, and less time for workshops. These data are consistent with the major findings of this report.

Quantitative data on students' perceived preparation in the four step process (Table 7, p. 25) indicate that they feel best prepared to do assessment, less prepared to do planning, significantly less prepared still for accomplishment implementation, and least prepared to do evaluation. Trend comparisons of 1978 with 1977 classes indicate that there has been no change in students' preparation in assessment techniques, a highly significant increase ($p < .001$) in their competence in planning and implementation, and a significant decrease ($p < .01$) in their satisfaction with their competence in evaluation. (The latter difference may be attributable to students' heightened awareness of the importance of evaluation in the OE process.)

Quantitative data on students' knowledge and skill competencies (Table 8) indicate that students perceive themselves to have most knowledge about the APIE process, OE systems approaches, planning techniques, and creating and using surveys (those of their own design, not the GOQ). They feel least knowledgeable about how to market OE services to gain entry into organizations. Functionally, students feel most competent to present OE theory, design and give surveys, and communicate. They feel least competent to relate OE to other Army HRD programs, identify clear and measurable results measures for assessing organizational accomplishment, and help clients with time management and organizational structure problems. (Note that students give a high rating to their knowledge of planning methods, but a low rating to functional skills in implementing these "prescriptions.") These findings, too, are consistent with the major findings of the report concerning OESOs' relative weakness in implementation prescription and results evaluation.

The 1977 to 1978 OETC class trends data show that most improvement has occurred in the areas of conducting LMDC, communicating the OE four step model to people, and in developing interpersonal and group diagnostic skills. Least improvement has occurred in relating OE to other Army HRD programs, formulating actions which lead to outcomes, implementing planning systems, working with technical experts in organizational planning, and administering and interpreting the GOQ. Once again, these data are consistent with the other findings of the report.

These data include an additional highly significant finding: 1978 classes rate themselves more competent in 39 of 44 knowledge areas, and in 43 of 44 functional skills. These improvement differences are highly statistically significant ($p < .001$). Credit for these results must be attributed to the current training faculty. While the data, as self reports, cannot be interpreted to mean recent graduates are actually more competent, clearly the 1978 faculty have done something which has measurably increased students' confidence in their abilities.

Overall, students report being highly satisfied with the OETC course (4.67 on a scale of 5) and with their decision to attend OETC (4.73 on the same scale - see Table 10). Many graduates said, "It was the best course I've had in the Army," "the best educational experience I've ever had," and even "It was one of the most important growth experiences in my life."

## The OETC Faculty

This section summarizes data, which specifically concerns the OETC faculty, in three categories: perceived strengths, weaknesses, and mixed issues on which respondents reported both positive and critical data. OETC faculty means primarily Training Directorate personnel, those with whom students and graduates had direct classroom counseling or FTX experience.

### Strengths

#### Committment, Motivation, Caring

Almost all respondents, students, graduates, and external observers described the OETC training faculty as highly dedicated, committed, motivated, caring, and genuinely concerned about students and learning at OETC. Many observed: "The faculty work way above and beyond the call of duty--nights, weekends, 16 hours a day sometimes, to improve the curriculum, their own professional development, and to give students personal time and counseling." Survey data confirm this perception: Students rate their satisfaction with the OETC faculty at 4.45 on a scale of 5 (see Table 11). A few persons who were leaving the training faculty worried that faculty commitment, motivation, and willingness to spend personnel time with students was decreasing: "The excitement and total commitment of the early days of the school are gone...I see people getting burned out and less willing to spend extra time sharing with each other or being available to students." If this is true, it is not reflected in the data: Student satisfaction ratings have increased, although not significantly, from 1977 classes to 1978 classes.

### Weaknesses

#### Practical Consulting Experience

The most frequent criticism of the training faculty was that too few of them had actually had practical experience as OESOs.

> "No one should be allowed to teach there who hasn't had practical OESO and command experience in the field...

TABLE 10

Student Post-Course Questionnaire Evaluations of OETC

1 = strongly disagree
2 = disagree
3 = neutral
4 = agree
5 = strongly agree

| | | 77 Class Means | Rank | 78 Class Means | Rank | D | p |
|---|---|---|---|---|---|---|---|
| **Agree** | | | | | | | |
| G.1 | satisfaction with faculty | 4.35 | 6 | 4.45 | 6 | .10 | n.s. |
| G.2 | worthwhile behavioral changes in me | 4.40 | 4 | 4.55 | 4 | .15 | n.s. |
| G.8 | course gives sufficient background to be an effective OESO | 4.37 | 5 | 4.48 | 5 | .11 | n.s. |
| G.12 | my administrative needs adequately taken care of | 3.21 | 7 | 3.32 | 7 | .11 | n.s. |
| G.13 | FTX essential part of the course | 4.84 | 1 | 4.78 | 1 | -.06 | n.s. |
| G.14 | satisfied with course | 4.52 | 3 | 4.67 | 3 | .15 | n.s. |
| G.15 | satisfied with decision to attend course | 4.68 | 2 | 4.73 | 2 | .05 | n.s. |
| **Disagree** | | | | | | | |
| G.3 | too much emphasis on systems theory | 2.28 | 6 | 2.11 | 6 | -.17 | n.s. |
| G.4 | too much emphasis on individual process | 1.87 | 4 | 1.73 | 1 | -.14 | n.s. |
| G.5 | too much emphasis on group process | 1.69 | 2 | 1.75 | 2 | .06 | n.s. |
| G.6 | too much emphasis on task orientation | 2.00 | 5 | 1.97 | 5 | -.03 | n.s. |
| G.7 | too much emphasis on four-step process | 1.76 | 3 | 1.89 | 3 | .13 | n.s. |
| G.9 | classrooms adequate | 1.63 | 1 | 1.89 | 3 | .26 | n.s. |
| G.10 | in-processing handled well | 2.29 | 7 | 1.96 | 4 | -.33 | n.s. |
| G.11 | out-processing handled well | 2.37 | 8 | 2.46 | 7 | .09 | n.s. |

TABLE 11

Classification of OETC Funded Professional Development Courses attended by OETC Faculty FY 1976-1978

| | 1976 | | | | 1977 | | | | 1978 (Jan-June) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | days | % | # | % | days | % | # | % | days | % |
| 1. Personal Growth (e.g., gestalt awareness seminar) | 12 | 33% | 46 | 23% | 6 | 19% | 50 | 25% | 6 | 29% | 13 | 13% |
| 2. Group Process/ Structured Experiences (e.g., VA, NTL) | 9 | 25% | 77 | 38% | 8 | 25% | 64 | 32% | 5 | 24% | 48 | 49% |
| 3. OD Consultation Skills (e.g., team building lab) | 4 | 11% | 16 | 8% | 6 | 19% | 33 | 17% | 2 | 10% | 20 | 21% |
| 4. Professional Conferences (e.g., OD Network) | 1 | 8% | 23 | 11% | 8 | 25% | 41 | 21% | 5 | 24% | 11 | 11% |
| 5. Management (e.g., personal time management) | 5 | 14% | 30 | 15% | 4 | 13% | 9 | 5% | - | — | -- | — |
| 6. Admin/Clerical (e.g., secretarial skills) | 2 | 6% | 4 | 2% | - | -- | -- | -- | 2 | 10% | 2 | 2% |
| 7. Other/Unclassified (e.g., MIT summer session) | 1 | 3% | 5 | 2% | - | -- | -- | -- | 1 | 5% | 3 | 3% |
| Totals | 36 | | 201 | | 32 | | 197 | | 21 | | 97 | |

the OETC faculty should be drawn from the best practicing OESOs, like the way West Point instructors are chosen... DON'T take faculty directly from the school--those guys know less than the students and have no credibility."

Four recommendations were advanced by respondents to deal with this issue: (1) Recruit more faculty from the ranks of experienced OESOs; (2) recruit faculty with extensive consulting experience in other organizational environments, especially other military settings, industry, and government; (3) give existing faculty the time and sanction to undertake consulting assignments to get personal experience and "stay grounded in what it's really like out there"; and (4) bring in experienced outside experts to give presentations and teach cases: for example, "practicing OESOs, clients, DA experts, MACOM representatives, academic faculty from Leavenworth, the Navy PG school, or good universities, Navy and Air Force OE people, external consultants from industry."

It should be noted that OETC is recruiting more faculty from the increasing pool of experienced OESOs, and that recruitment from this source has been practically constrained by the lack of a sizable group of OESOs who could return to the faculty, and Army career patterns which discourage back-to-back tours in the OE program and limit billets for higher-ranking personnel with OE experience. OETC is also supplying more faculty to participate in field consulting and training assignments, inviting practicing OESOs to present cases at the school, and bringing outside experts (e.g., Israeli OE personnel) to make presentations to OETC faculty and students. These efforts should be continued and expanded as resources permit.

"Parochialism"

OETC training faculty are criticized for "only knowing how to do one thing," the "one thing" being structured experiences focusing on individual awareness, personal growth, and interpersonal process. As noted, OETC is beginning to develop realistic cases which deal with actual Army situations, and therefore some change in emphasis can be expected.

Standards

OETC faculty were criticized for not having clear academic or competency standards for faculty selection and professional development. The real issue here is whether or not faculty are competent--and capable of producing competent graduates--not whether they are academically credentialed. Faculty competencies are particularly important in the teaching of consulting skills because research indicates that these skills are conveyed by student modeling of instructor behavior, and that students

cannot exceed the level of competence demonstrated by their instructors (i.e., if instructors function at a low level of accurate empathy or critical thinking, students will remain at this level--Carkhuff, 1969).

Recommendations to improve the OETC faculty included (1) recruitment of better academically credentialed personnel; (2) use of an assessment center or other performance measures to select faculty members on the basis of objectively measurable competency criteria; (3) increased use of outside experts; and (4) moving OETC under the wing of an academic faculty.

Professional Development

OETC faculty expressed concerns about (1) the amount of time and money they were allowed for professional development, and (2) the types of professional development of most value to themselves and to OETC. All faculty felt that opportunities for professional development were very important and that, due to their classroom teaching loads and resources constraints, they did not get as many chances for professional development as they needed.

The issue with the type of professional development courses attended by the faculty parallels the concerns, mentioned above, about standards for professional development for OESOs and about "parochialism":

> "Most of the inputs to faculty and the school are skewed towards personal growth and group process dynamics--We keep getting the same external people with the same pitch through here. We've had X (a gestalt-oriented consultant) three times and are about to get him a fourth--How come we never get Peter Drucker or Peter Vaill (consultants known, respectively, for management policy analysis and sociotechnical systems expertise)?"

One faculty member who had attended a lengthy and expensive workshop design/structured experience training program observed, "What I learned was that OETC is at the state of the art--I was there with people from industry and other environments, and what was new to them I had already seen, and we (OETC) already use." The question here is whether OETC faculty should invest further professional development funds in areas well known to them, as opposed to such areas as sociotechnical and evaluation methods in which they are not as knowledgeable.

The author, with OETC faculty help, was able to classify professional development courses attended by OETC faculty on Army Funds (Table 11) and external consultants who conducted courses at the school (Table 12). These data indicate that at

TABLE 12

Classification of External Consultants Used by OETC
FY 1976-1978

| | 1976 (Aug-Sept) | | | | 1977 | | | | 1978 (Jan-June) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | days | % | # | % | days | % | # | % | days | % |
| Personal Growth (e.g., self-defeating behavior) | 1 | 17% | 1 | 5% | 1 | 17% | 7 | 18% | 3 | 19% | 6 | 12% |
| Group Process/ Structured Experiences | 1 | 17% | 4 | 20% | 2 | 17% | 9 | 24% | 1 | 6% | 5 | 10% |
| Team Building for OETC Staff | - | --- | --- | --- | - | --- | --- | --- | 1 | 6% | 4 | 8% |
| OD Consultation Skills | 1 | 17% | 1 | 5% | 6 | 50% | 16 | 42% | 4 | --- | 19 | 37% |
| Management (e.g., MBO, key managers course) | 1 | 17% | 3 | 15% | - | --- | --- | --- | 3 | 19% | 5 | 10% |
| Other (e.g., race relations, OE in the Israeli army) | 2 | 33% | 11 | 55% | 2 | 17% | 6 | 16% | 4 | 25% | 12 | 24% |
| Totals | 6 | | 20 | | 12 | | 38 | | 16 | | 51 | |

most a quarter to a third of faculty external professional development activities could be classified as personal growth and that these activities are decreasing as a percentage of total faculty professional development. Group process/ structured experience workshops predominate, constituting a third to a half of all faculty professional development, and this percentage is actually increasing. Consultation skills seminars and professional conferences account for most other resources expended by OETC on professional development. The key point in these data is not that excessive time is spent on personal growth but that too little is spent on "hard, task-oriented" management approaches (e.g., organization design, job enrichment, or policy planning) and evaluation. This suggests that faculty should be encouraged to attend, and professional development resources should be targeted on, sociotechnical and evaluation courses.

### Mixed Strengths/Weaknesses

#### Attrition

Some persons see attrition among the faculty as a serious issue and indicator of declining morale at the school. Others, feeling that "some faculty have been here too long and we badly need new blood and new ideas," welcome this attrition as an opportunity to bring new faculty with new perspectives to OETC.

#### Advisors

All students agreed that faculty advisors were very important. Most reported that their advisor had spent considerable time with and been of great help to them. A few stated that one of their major disappointments with OETC was that they had not had sufficient contact with their faculty advisors.

## OETC Administration and Organization

This section presents data specifically concerning the OETC command group, administration, support services, and general organization. Comments are grouped in strengths, weaknesses, and mixed strength/weakness categories.

### Strengths

#### Credibility

The command group is widely praised (even by respondents who would prefer a more "academic" atmosphere--i.e., no uniforms, no

PT requirements, use of first names) for "restoring a military image to OETC" and "working tirelessly and effectively to promote the credibility of OE in the Army."

Library

OETC's library and librarians receive virtually unanimous praise for being knowledgeable, always ready to help, genuinely interested in the school's subject matter; for genuinely caring about students; for being organized; and for assembling an excellent set of resources in several media. Some students expressed a desire for the library to be open at night, but the librarian reportedly has experimented with keeping the library open later hours, and has found that, in fact, very few students used the library at night.

Weaknesses

Organization

OETC respondents were nearly unanimous in agreeing that the school's present organization, based on the ISD model, is ineffective. One respondent described it as follows:

> "The ISD model is a perfect example of 'theory X' management, a system based on maximum feasible mistrust. You can't trust Training to do it right, so you have Training Development to tell them how to do it. You can't trust Training Development, so you have Training Concepts to tell Development what to do. Then you have Evaluation to keep everybody honest--and you have spies checking up on spies, with everybody brother-ratting everybody else. Training complains Training Development doesn't do its job because it doesn't write lesson plans, but just try to tell a Ph.D. what to teach in his classroom. As a result, you have everyone doing everything, or their own thing, and nobody sharing any information with anyone else."

(This respondent went on to describe how the originator of the ISD model, now a senior civil servant in a military training organization, has found that ISD does not work in practice, at least as an organizational design.) Respondents in every directorate (and especially evaluation) asserted that, "No one listens to or communicates with us." Numerous respondents bemoaned what they perceived as "the increasing bureaucratic layering at OETC."

Good organizational design is said to follow the principles of good architectural design: "Form follows function" (organizational designs should reflect the ways in which the work actually gets done) and "less is more" (the simplest design that

results in task accomplishment is the best). The ISD model, essentially a logical process of steps for designing courses, has been reified into a form in the TRADOC schools model.

Respondents observed, "Form does not follow function--this place is run as if the structure didn't exist--somehow the work gets done, but it puts a terrible premium on personal skills and communications, which often break down."

Respondents proposed three basic alternatives for reorganizing OETC. The first was to combine Concepts Development with Training Development, leaving Training, Evaluation, and Operations separate, creating a total of four directorates. The second was to combine Training Development and Training, Concepts Development and Evaluation, leaving Operations separate, for a total of three directorates. The third option was to move to a matrix organization, creating task groups or course committees of individuals from existing directorates to work on specific tasks (e.g., the NCO course or the recruiting command project). Respondents doubted, however, that any organizational changes could be made. Three constraints were cited:

- "For political reasons, OETC--which is already considered 'strange'--cannot afford to look different from any other TRADOC school's organizational chart;"
- directorates are now understaffed, hence are likely to be reluctant to release personnel for matrix task force assignments; and
- the chain of command and rank structure (LTCs as directorate heads) makes it impossible for matrix project managers to report directly to the command group. (It is nevertheless the author's impression that OETC now uses matrix groups and temporarily assigns people among directorates quite freely for many tasks despite these constraints--e.g., the Leadership Conference tasked with revising the LMDC course.)

## Mixed Strengths and Weaknesses

### Administrative Support

Students and graduates are relatively dissatisfied with individual and family in- and out-processing, housing (especially NCOs), and noisy, dirty classroom facilities (see Tables 10 and 13 for student post-course ratings of administrative functions--OETC). Students particularly want more "welcome

TABLE 13

Class 2-78 Student Post-Course Questionnaire of
OETC Administrative Services
(N = 28)

1=strongly disagree 3=neutral 4=agree
2=disagree 5=strongly agree

| | Item | Mean | Rank |
|---|---|---|---|
| Agree (Satisfied) | | | |
| 3. | financial needs handled well | 4.18 | #3 |
| 4. | records needs handled well | 4.29 | #1 |
| 5. | mail handled well | 3.75 | #7 |
| 6. | distribution and message needs handled well | 4.14 | #4 |
| 7. | received information when I asked | 4.25 | #2 |
| 8. | received accurate information | 4.00 | #6 |
| 9. | received administrative assistance when I asked | 4.04 | #5 |
| Disagree (Dissatisfied) | | | |
| 1. | received adequate arrival information | 2.14 | #1 |
| 2. | received enough arrival information | 2.32 | #2 |
| 10. | living arrangements handled well | 2.82 | #3 |

package" in-processing orientation information. Other administrative functions are quite highly rated (see Table 13). Some of these problems are attributed to OETC administrative personnel, but most to Ft. Ord administrative functions (which appear to be beyond anyone's control). Although doubtlessly real annoyances, these complaints seem to be in the category of common gripes, found in all military organizations, about support services: not trivial, but not so severe as to prevent students from learning or even to seriously damage their morale.

Administrative personnel point out that while OETC's student load has increased from 90 to 270, a factor of 3, support and faculty have increased from 47 to 77, less than a factor of 2. Despite this increased load, OETC administration is given credit for improving services and providing assistance when asked: "They are trying...the fact that they are trained as OESOs themselves, hence understand our needs and know how to listen, really helps...Xeroxing and printing support is much better." An interesting recommendation made by one member of OETC's administrative staff was that the OETC curriculum should incorporate personal coping skills into classroom learning:

> "Students could take the problem of making medical appointments, which they now expect us to do for them, as an exercise in personal responsibility...a group of students could observe the Ft. Ord out-processing center they are so dissatisfied with as an OE exercise, assess it and problem solve, and report back to the rest of the class how to deal with it."

External Commitments

OETC faculty worried about the number of external commitments the school was taking on (e.g., the recruiting command effort), asserting that these commitments upset balanced, scheduled work loads and stretched faculty resources to the point of dysfunctional stress. On the other hand, OETC personnel argued that these commitments effectively responded to needs and enhanced the credibility of OE throughout the Army. As noted, many faculty desire opportunities to consult outside the school to "stay in touch with reality" and for their own professional development. A possible recommendation here would be for OETC itself to adopt some of the management information and control systems of professional service firms, developing specific objectives and plans for manpower usage to a set limit of individual and total applied time.

Support to the Field

Field OESOs request that OETC provide more support: professional development courses, book reviews and notes on new ideas

in the field, "call in" advice, more conferences and cross-teaming to enable OESOs from different installations to work together and share ideas, a team of "master OESOs" who could provide technical assistance when needed, and the like. Other respondents question how much responsibility OETC should or, given its limited resources, realistically can take for providing these types of support. The OE Communique and "exportable packages"--specific workshop designs such as the transition and time management workshops--are praised and appreciated.

Evaluation

The Evaluation Directorate is criticized by field OESOs for lengthy and cumbersome data collection instruments, for a highly complex evaluation design, and for failure to communicate "practically useful" findings. The latter comment stems primarily from the fact that Evaluation's first priority has been to evaluate the Army's OE program as a whole, rather than OETC itself. Evaluation personnel complain that they are overwhelmed with work (the author concurs) and that no one listens to them or acts on their findings. While the author agrees with the comments on instrument design, his perception of Evaluation is quite positive: Evaluation personnel are highly competent, there is a wealth of data in the Phase I and II evaluation reports, and the findings and recommendations of the present report are essentially the same as those made in these earlier reports. A recommendation would be that Evaluation restrict its scope and issue shorter, more comprehensible communications designed to impact specifically on topics of current policy concern in the OE program.

OETC's Organizational Climate

OETC currently appears to be at a crossroads between its start-up phase and its institutional future. There is a sense of nostalgia among the original faculty (many now leaving) for the "good old days," which they report were characterized by tremendous commitment, the excitement of working on a completely new and wholly malleable program, and considerable individual freedom. These respondents worry about OETC becoming "just another TRADOC school," while acknowledging that this classic Weberian process of charismatic leadership giving way to routinization is both inevitable and necessary. Complaints about "excessive efforts to paint OE green," faculty attrition, and the stresses of OETC's growth--ostensibly evidence of declining morale--appear to the author to be a logical step in the school's growth. Objectively, OETC continues to be characterized by an enormous amount of energy and hard work. These are strengths on which the School can continue to build.

## Summary

OETC has clearly accomplished its mission: It has, in a short time, under considerable pressure, produced a large number of highly motivated graduates who have been successful in implementing OE in the U.S. Army. This basic accomplishment must not be lost sight of--all critical observations and recommendations in the present report represent but footnotes to this central achievement.

OETC graduates are prepared to the state of the art in one area of organizational development consultation: facilitation of structured experiences in small groups. They are adequately prepared in basic process consultation techniques: quite competent in interviewing and feeding back data to clients, but weaker in contracting for and helping clients implement specific changes which can result in improved mission accomplishment. Most OESOs (there are significant exceptions) are sketchily prepared in survey-guided development techniques, largely due to the cumbersome nature and processing procedures of the existing GOQ. Almost all OESOs need more training in sociotechnical and evaluation methods. It is in this area that OETC is most in need of improvement.

A summary of the recommendations made in this report is presented in Table 14.

TABLE 14

Summary of Recommendations

Recommendation 1.1

OETC should emphasize mission accomplishment in every aspect of its curriculum. Students should be asked in every exercise and every case to indicate how their interventions, personal or organizational, will impact on meaningful results outcomes for the individuals, workgroups, or units with which they work.

Recommendation 1.2

OETC should expand the curriculum time devoted to evaluation measures and methodologies. Students should be asked in each case or exercise to identify a problem or outcome variable measure in quantitative terms and how they would determine, for any OE operation they implemented, the impact it had on this problem or outcome measure.

Recommendation 1.2.1.

OETC faculty should seek guidance and clarification from OE program policy makers on realistic and measurable goals and objectives for OE operations and the OE program as a whole, and the types of units which would receive priority in attempting to achieve these goals and objectives (e.g., line versus staff or industrial base units, and effective versus marginal or poorly performing units--or some optimum combination of the unit types). The OETC curriculum should clearly communicate to all students this goal and objective guidance, recommended measures, and priority targets for OE operations.

Recommendation 1.2.2.

OETC should ask students in assessment and planning exercises to practice getting clients to state problems in terms which permit quantitative measurement of change in problem status, and contracting with clients for evaluation activities to assess the impact of OE activities.

Recommendation 1.3

OETC curriculum, cases, and exercises should emphasize completion of all four steps of the APIE sequence, especially

the initiatory, prescriptive, or implementation skills needed to provide clients with practical recommendations which motivate them to act to improve their organizational performance. Each case or exercise should require students to specify what they would suggest the client do to solve his or her problem. Dyadic counseling and consulting simulations should include evaluations of the extent to which students in the consultant role helped clients formulate specific goals and action steps, and motivated them to act.

Recommendation 1.4

The OETC curriculum should include more emphasis on practical sociotechnical methods: organization strategy and structure, job redesign, management information and control systems, ORSA techniques, and other management methods that impact directly on measurable performance indicators. At minimum, OESOs should be able to diagnose when client organizations might profit from using these methods, know what methods are available, and be able to refer clients to, or "bring in on the case" and work with, experts in these areas (e.g., Army management analyst, ORSA, or MISO personnel). Wherever possible, OETC case and exercise materials should present students with complex sociotechnical problems which require them to analyze and propose solutions that go beyond purely "people circle" interventions.

Recommendation 1.5

OETC should recruit faculty with an academic background and practical consulting experience in sociotechnical approaches. On a short-run basis, these services could be contracted for from faculty at the Navy Postgraduate School, which includes persons well-versed in technostructural intervention theory and in the case method of instruction. In the intermediate term, OETC should recruit persons with these qualifications for its own faculty. In the long-term, OETC should perhaps be moved under the aegis of an academic faculty.

Recommendation 2.1

An empirically-based, criterion-validated competency model for OESOs should be developed. OETC or research agencies supporting the Army's OE program should develop an OESO competency model, based on the knowledge and skills exhibited by a criterion sample of practicing OESOs rated most effective, which specifies objectively measurable competencies capable of being used to select, train, and certify OETC students. Competency

standards, stated in terms of demonstrable behaviors, should be clearly stated so that students know what is expected of them.

Recommendation 2.2

Reliable and valid applications tests should be developed to assess OETC applicants, measure student educational progress, define requirements for graduation, and provide students with guidance as to which professional development resource would be of most benefit to them.

Recommendation 2.3

OETC should publish a catalogue with guidance on professional development courses most likely to improve OESOs' professional performance. Findings previously discussed indicate that sociotechnical and evaluation methods courses should be given highest priority.

Recommendation 3.1

OETC should continue its present efforts to "Army-ize" structured experiences where possible to increase their realism, and drop from the curriculum those exercises which appear irrelevant to Army environments. OETC should increase the use of realistic organizational development cases (e.g., those in the organizational behavior series published by the Harvard Business School International Case Clearinghouse) which meet the criteria established by Bennett and Chakravarthy (1978): Organizational development cases should (1) focus on an interest-arousing (mission accomplishment) issue; (2) require solution of management problems; (3) present alternative solutions; (4) be self-sufficient in theoretical background; and (5) teach a management skill. (Criteria 4 and 5 mean that the case actually describes methods students can use--e.g., five alternative organizational design options for differentiating tasks, integrating operations, and reducing conflict among organizations with overlapping responsibilities.)

Recommendation 3.2

OETC should recruit or contract for faculty who have had extensive practical consulting experience in military and/or industrial settings on problems of improving mission accomplishment (cf. Recommendation 1.5 above).

Recommendation 3.3

OETC should invite practicing OESOs, clients, and OD practitioners in other organizational settings to present actual OE cases in a "living case" format to expose students to real problems, task-oriented models of consultation, and alternative intervention methods.

Recommendation 4.0

The OETC curriculum should provide two to five days of specialized training to prepare students for specific job and MACOM assignments. This module should include realistic cases and presentations, conducted by OESOs from the placement site, which illustrate the specific missions, problems, OE programs, and outcome objectives at the site.

Recommendation 5.0

The OETC curriculum should include a brief module on methods and standards for management of internal consulting organizations, with a case problem or exercise which requires students to set up a time and cost accounting system for a group of practicing OESOs.

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# APPENDIX A

## Organizational Effectiveness Training Center Fact Sheets

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DEPARTMENT OF THE ARMY
US ARMY TRAINING AND DOCTRINE COMMAND
ORGANIZATIONAL EFFECTIVENESS TRAINING CENTER
FORT ORD, CALIFORNIA 93941

ATXW-RMA

February 1978

# ORGANIZATIONAL EFFECTIVENESS TRAINING CENTER

# FACT SHEETS

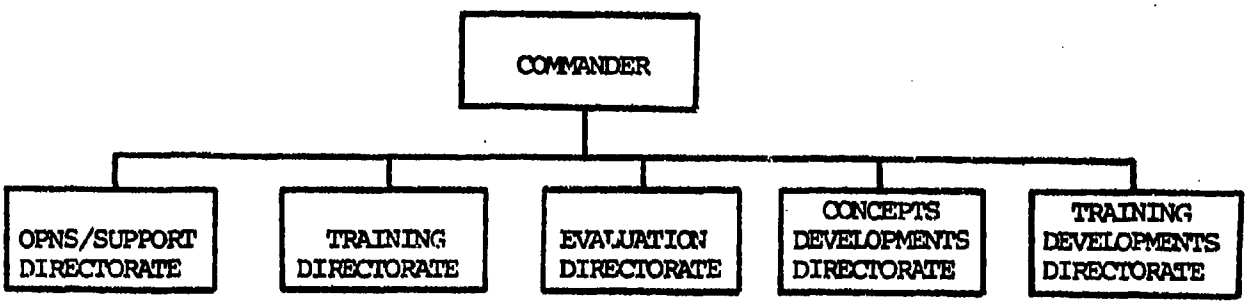
The contents of this folder are designed to provide information on Organizational Effectiveness Training Center, its activities and plans.

INDEX

FACT SHEET

USA TRADOC
OETC
LTC Watt/7325
3 Feb 78

SUBJECT: USA Organizational Effectiveness Training Center (OETC) Organization




1. OPERATIONS/SUPPORT DIRECTORATE: Provides administrative and budget services to include correspondence, orders, communications, and forms/records management. Formulates plans, policies, and procedures pertaining to civilian personnel administration, distribution and management. Coordinates logistical support and facilities maintenance. Formulates plans, policies, and procedures pertaining to military, permanent party and student personnel administration, distribution and management. Coordinates logistical support and facilities maintenance.

2. TRAINING DIRECTORATE: Accomplishes training. Serves as program manager and principal advisor to the Commander for the conduct and administration of resident and Army-wide extension training. Provides subject matter expertise as required to support all OETC functions.

3. EVALUATION DIRECTORATE: Evaluates all aspects of Organizational Effectiveness to insure inclusion in the process of the latest training, doctrinal and organizational concepts. Provides performance data analysis to Commander concerning internal and external achievement. Conducts in-course and post graduation surveys to develop data as a basis for analyzing the effectiveness of instruction.

4. CONCEPTS DEVELOPMENTS DIRECTORATE: Conducts conceptual and doctrinal studies, engages in research and practical field experiences, formulates operational and organizational concepts and doctrine. Maintains contact with educational, business, and other services involved in application of management and behavioral science techniques. Designs, tests and validates OE survey instruments. Contributes doctrinally sound publications for Army-wide dissemination.

5. TRAINING DEVELOPMENTS DIRECTORATE: Performs instructional systems development. Develops Courses of Instruction, instructional material, audio-visual technologies, and related documentation for institutional and extension instruction. Responsible for Army-wide Training Literature Program.

6. Authorized personnel strengths are as follows:

OFFICE OF THE COMMANDER

Officer - 1
Civilian - 1
2

OPERATIONS AND SUPPORT

Officer - 3
Civilian - 8
Enlisted - 3
14

TRAINING

Officer - 20
Civilian - 9
Enlisted - 5
34

EVALUATION

Officer - 6
Civilian - 2
8

CONCEPTS DEVELOPMENT

Officer - 6
Civilian - 5
11

TRAINING DEVELOPMENTS

Officer - 3
Civilian - 5
8

USACETC

Officer - 39
Civilian - 30
Enlisted - 8
77

FACT SHEET

USATRADOC
OETC
MAJ Sawczyn/3898
10 Feb 78

SUBJECT: Equal Opportunity (EO)/Organizational Effectiveness (OE) Relationship

1. Organizational effectiveness involves the military application of selected behavioral science techniques to strengthen the chain of command and to improve the way in which people and groups interact with one another in their day-to-day activities. Equal opportunity directly supports teamwork, unit cohesion and esprit de corps by assuring fair treatment for all and by reducing divisive influences. EO and OE are thus complementary and mutually reinforcing functions, directed toward a common goal with EO oriented upon individuals within organizations and OE oriented upon organizations as systems and all their components. A close and continuous working relationship must exist between the Equal Opportunity Staff Officer (EOSO) and the Organizational Effectiveness Staff Officer (OESO).

2. During the assessment phase of OE operations, the OESO can assist the EOSO by bringing to the attention of the unit commander information relevant to equal opportunity situations within the organization. Based upon the unit commander's action to seek the assistance of an EOSO, the OESO can help in the design and application of activities to achieve equal opportunity objectives. Conversely, the EOSO can assist the OESO in the identification of equal opportunity problems in an organization and in suggestion or assistance in conduct of activities that the commander may employ in dealing with areas of concern. Areas of cooperation and coordination are continual and cut across nearly all activities of both staff officers. These activities are facilitated when, as often occurs, both staff officers are assigned under an HRD coordinator.

3. To insure the EO/OE relationship, as it currently exists, is ingrained in newly trained OESOs, a continued interface is maintained between DRRI and OETC staff and faculty. Eight interservice instructors from DRRI presented a full week of instruction to OETC Class 2-77. DRRI instructors are unable to present instruction to Class 3-77 but will again be requested for future OETC courses.

FACT SHEET

USA TRADOC
OETC
LTC Denzler
3 February 1978

SUBJECT: Course of Instruction Provided by the US Army Organizational Effectiveness Training Center (USAOETC)

1. The Organizational Effectiveness Training Course (OETC) is a 16-week program of instruction which prepares selected officer to perform as Organizational Effectiveness Staff Officers (OESO). The course is a combination of lectures, discussions, small group activities and practical training in OE techniques. The course trains officers to look at an organization as a composite of interdependent parts (systems approach) and to be able to assist commanders in the full four-step OE cycle (assessment, planning, implementation, evaluation). Officers graduated from the course are awarded the ASI 5Z.

2. Additional courses of OE related instruction listed below can be conducted by the staff and faculty of USAOETC.

a. Leadership and Management Development Course (L&MDC) is a one-week course of instruction for personnel E-5 through O-3 and GS-7 through GS-11. The course is designed for developing, incorporating and applying the leadership doctrine contained in FM 22-100, "Military Leadership." The focus of L&MDC is to assist the student to further develop leadership/management skills to effectively and efficiently manage people to accomplish organizational missions. Communication, leadership, performance and personal counseling skills and methods are included in the COI.

b. Leadership and Management Development Trainers Course (L&MDTC) is a four-week program of instruction for senior NCOs, O-2 and O-3, and GS-9 through GS-11, to train them in the skills and knowledge necessary to successfully conduct the Leadership and Management Development Course. Upon graduation, instructors are certified by the USAOETC and authorized to conduct L&MDC.

c. Survey Officers Course (SOC) is a one-week instructional course designed to provide participants with sufficient knowledge and skills to conduct an installation-wide survey system. Graduates are able to design, administer, analyze and report survey results at the installation level.

d. OE Key Manager Course is a two week program of instruction designed to familiarize senior field grade officers (06/05) with OE activities/capabilities. The emphasis is on providing them techniques for organizing and managing OE resources in the Army.

FACT SHEET

USA TRADOC
OETC
LTC Denzler
3 Feb 78

SUBJECT: Organizational Effectiveness Training Course (OETC)

1. The OETC is designed to provide selected personnel with training in the integrated and systematic military application of selected Organizational Effectiveness methods and related advanced management and behavioral science skills and techniques. Individuals successfully completing the course are awarded the ASI 5Z and the duty title Organizational Effectiveness Staff Officer (OESO).

2. The OESO is a member of the Commander's staff who performs an advisory function to assist in improving Organizational Effectiveness (OE) and mission accomplishment. The OESO works to strengthen the chain of command, increase individual and unit effectiveness, and open channels of communication.

3. The course is a 16-week program designed to enhance the OESO's ability to apply a systematic approach to OE in the Army. This approach promotes an understanding of the interrelationships within and among the various components of an organization as well as between the organization and its environment. The course emphasizes the complex nature of organizations and therefore is designed to provide the OESO with sufficient knowledge and techniques to determine how organizations operate under varying conditions and in specific circumstances. Upon completion of the course, the graduate will be able to carry out the following tasks:

a. Brief commander on OE.

b. Conduct assessments through survey, interview and/or observation.

c. Organize relevant data and assist in command action planning.

d. Assist in the conduct of actions designed to implement organizational improvements (use of enabling skills).

e. Evaluate the OE efforts conducted and follow up with appropriate actions.

FACT SHEET

USA TRADOC
OETC
MAJ Coke/2461
8 Feb 78

SUBJECT: The Leadership and Management Development Course (L&MDC)

1. The Leadership and Management Development Course (L&MDC) is a one week program designed to increase leadership/management skills of participants through a first hand analysis of both individual and group behavior. Learning takes place in a small group setting following the principles of Adult Learning. Participants focus specific interpersonal skills to the work environment by active involvement in the experiential based approach to training.

2. Grade Structure: E-5 through O-5 and DAC equivalents.

3. Composition: Peer training is suggested with no more than two grade structures mixed. Intact work groups should not be trained.

4. Length: Five consecutive days.

5. Size: Small groups of 8 to 12. Ten students and two trainers are considered optimum. Single trainers should not be used.

6. Training Subjects:

a. Interpersonal skills
b. Group Development Processes
c. Decision Making Theories
d. Communications Skills
e. Strategies of Competition; collaboration
f. Utilization of Influence; Power
g. Values
h. Trust and Confidence
i. Performance Counseling
j. Personal Counseling

7. Graduates of L&MDC are not qualified trainers and should not be expected to perform a training role.

FACT SHEET

USA TRADOC
OETC
MAJ Coke/2461
8 Feb 78

SUBJECT: The Leadership and Management Development Trainers Course (L&MDTC)

1. The Leadership and Management Development Trainers Course (L&MDTC) is a four week program designed to prepare personnel to conduct the Leadership and Management Development Course (L&MDC). The four part course design follows the Experiential Learning Model that requires prospective trainers to learn by doing. During week one the student trainers attend the L&MDC as participants. This first step allows the students to experience the content and process of the exercises. Week two is dedicated to further developing the trainers' cognitive knowledge of the subjects presented during the first week. A variety of teaching techniques are used during this period to reinforce the learning. The third week is devoted to rehearsals and critiques of the exercises. In depth reviews are conducted by the student trainers. Week four is the practical examination of the first three weeks. The student trainers conduct an L&MDC under the guidance of a faculty member.

2. Grade Structure: E-7 through O-5 and DAC equivalents.

3. Composition and Size: An even number of trainees. Ten to twelve students for every two faculty trainers is the expected ratio. Units initiating L&MDC should expect to train two person teams.

4. Length: Four consecutive weeks. Weekends should not be scheduled because of the intensity of the training.

5. Training Subjects: The content information of L&MDC plus technical skills of facilitation.

6. Graduates of L&MDTC are qualified to present L&MDC but are not qualified to train other trainers.

ORGANIZATIONAL EFFECTIVENESS STAFF OFFICER
TRAINING COURSE

COURSE OUTLINE

WEEK 1 - Overview of OE, OE Training Course and introduction to systems theory.

General understanding of OE, its role within the US Army establishment and its relationship to other established Army programs (eg. RR/EO, Drug and Alcohol, MAPTOE, etc.).

General understanding of the roles and functions of the OESO and how the course will prepare him/her to serve in this capacity.

Understanding of the application of systems concepts to organizations. Ability to analyze an organization as a group of interrelated sub-systems.

WEEK 2 - Leadership and Management Development Course (L&MDC).

Acquire and demonstrate skills which contribute to more effective management.

WEEK 3 - Individual Skill Development

Understand how perceptions and attitudes are formed and how they impact on individual and group behavior.

Understand the concept of personal goals and demonstrate the ability to translate them into specific life objectives and plans.

Understand the concepts of "values" and "attitudes", how they are acquired and how they influence behavior.

Understand the concept of "socialization" and its application to individual psychological growth.

Understand and be able to utilize the concept of "power" within an individual frame of reference.

Understand and be able to discuss human behavior in descriptive language, and be able to describe its implications for interpersonal relationships.

WEEK 4 (continued)

Understand the nature and dynamics of intrapersonal conflict and be able to demonstrate skills of creative intrapersonal management.

WEEK 4 - Leadership in Organizations

Understanding of the factors involved in various approaches to leadership and management.

Awareness of the situational aspects of leadership and the impact on managerial effectiveness caused by the application of a situational approach to the practice of leadership.

- Work Group Formation.

Understand the functioning of small work groups in terms of their developmental requirements and functional and dysfunctional behaviors.

Awareness of the dyanmics of group functioning so as to be able to assist commanders and managers to understand the forces which influence individual behavior and the performance of groups and organizations.

WEEK 5 - Design and Facilitation of Structured Experiences.

Understand the theory of small group training.

Understand the underlying considerations in the development of structured activities for small group training.

Develop and demonstrate skills in design and implementation of structured experiences.

Awareness of trainer ethics.

Understand the application of small group training to the practice of OE.

WEEK 6-7 - Assessment

Understand the rationale for and purposes and functions of assessment as part of the consulting process.

Understand and demonstrate proficiency in the application of assessment technology (surveys and questionnaires, individual and group interviews, observation).

Understand and be able to identify racial and sexual factors which impact upon individual and group behavior and organizational functioning.

WEEK 6-7 (continued)

Understand the process and technology of reducing and assembling assessment data for presentation to the commander or manager.

WEEK 8 - Planning

Understand the process of translating issues identified during the assessment phase into actions to affect organizational change.

Understand and demonstrate skill in the use of planning technology.

Understand the methodology of the open-systems planning process and its application.

WEEK 9 - Implementation

Understand and demonstrate skill in applying various implementation techniques.

Awareness of resources which can be used in an implementation effort.

Awareness of problem areas and concerns in an implementation effort.

Understand the process of evaluating the results of the implementation effort.

Understand the process of terminating the implementation effort, arranging for follow-up activities and closing the contract.

WEEK 10 - Preparation for Field Training Exercise (FTX)

Understand the reationale behind the design of the L&MDC workshop and practice conducting sub-portions of the L&MDC design.

Travel to FTX site.

WEEK 11-15 - Field Training Exercise

Deliver L&MDC workshop

Conduct a 4-week OE operation

WEEK 11-15 (continued)

Return to Fort Ord. Critique of FTX and application of student learning.

WEEK 16 - Course Termination

Planning for return to unit of assignment and assumption of OESO duties to include strategic considerations for long range OE implementation at installation level.

Awareness of specific aspects of OE as emphasized by different MACOM'S.

Outprocessing.

Graduation.

FACT SHEET

USA TRADOC
OETC
CPT Brandt/2067
3 Feb 78

SUBJECT: Cost of Training an Organizational Effectiveness Staff Officer

Based on computations made in the 3d Quarter FY 77, the cost of training an Organizational Effectiveness Stafff Officer is:

a. Total cost to the Army is $14,775 per student.

b. Excluding the student's military labor cost, which would continue in any event, the cost would be approximately $7,879.

c. Costs, chargeable to the Organizational Effectiveness Training Center OMA, annual operating budget, total some $3,636 for each student.

FACT SHEET

USA TRADOC
OETC
Mr. Savard/3898
3 Feb 78

SUBJECT: Installation-Wide Survey Instruments

1. Three installation-wide surveys have been developed for use by OESOs and field commanders. The Military Personnel Questionnaire (MPQ), the Military Wife Questionnaire (MWQ), and the Civilian Personnel Questionnaire (CPQ), collect opinions on aspects of Army life, work, and the overall environment as perceived by members of the military community.

2. The MPQ and MWQ emphasize two areas of concern in the Army today: Improvement and professionalism and Army life. The CPQ is designed to collect similar opinions about the post environment as perceived by the civilian work force. These surveys have several question areas in common and can be used for cross-comparison to obtain a "climate" reading for the entire military community.

3. Each of the surveys includes an optional supplemental section called the Agency Specific Questionnaire (ASQ). This section is utilized by agencies to elicit reactions to the type and quality of services they are providing as well as to tap opinions about areas of specific interest to that agency. Each agency proposes its own questions and becomes the sole recipient of agency-specific data.

4. Individuals are selected to respond to the surveys on a random basis through social security numbers. Questionnaires are distributed and returned through Survey Control Action Officers (SCAOs) at the major unit level. Survey accountability is maintained through annotation of personnel survey rosters. All questionnaires are returned in sealed envelopes to assure anonymity of the respondents. The survey results are presented to major unit commanders for the MPQ and the MWQ. For the CPQ, the Civilian Personnel Office and all units or agencies employing civilians receive the results. Appropriate survey feedback to all post personnel is provided through the post news media. To facilitate efficient application of corrective measures, demographic variables (e.g., rank, race, age) are used to further identify problem areas, and to determine the scope and location of the problem.

5. The overall value of the post-wide surveys is reflected in their use as both an information source and an effective management tool. The information provided by the surveys can be useful to the OESO in establishing a "baseline" or backdrop of the post-wide or major unit climate against which OE operations can be viewed.

FACT SHEET

USA TRADOC
OETC
CPT Best/7980
6 Feb 78

SUBJECT: Organizational Effectiveness Evaluation Plan

1. USAOETC is currently involved in a three and one-half year effort to evaluate Organizational Effectiveness in the Army. This study is inquiring into OE and the impact it is having on Army units at all levels. The five phases of the evaluation overlap and build on one another so as to provide feedback to the Army that will allow for updating and improvement of the OE effort.

2. The five phases are:

| PHASE | ISSUE ADDRESSED | EMPHASIS |
|---|---|---|
| I. | How best to implement OE to maximize its potential for acceptance. March 1977 | ACCEPTANCE |
| II. | How best to train, prepare and assign OESO to maximize the potential of the OE effort at the assigned organization. October 1977 | TRAINING PREPARATION AND ASSIGNMENT |
| III. | How best to implement OE to maximize the potential of a desired planned change. July 31, 1978 | GOALS |
| IV. | How best to conduct OE to realize potential of desired planned change. April 30, 1979 | TECHNIQUES |
| V. | What does OE accomplish and what does it cost? October 30, 1979 | COST/BENEFIT |

3. Results on a phase-by-phase basis will be used to modify OE doctrine policy and training to enhance the value of OE to the Army. Findings will be presented to CG, TRADOC. Commanders and field OESOs will receive findings and conclusions after approval. Additional detailed information and answers to specific questions concerning data obtained in any of the phases is available upon request to OETC Evaluation Directorate.

4. The end product of the Evaluation Plan is to provide data to allow effective tailoring of OE training, doctrine and resources to meet the needs of Army organizations.

FACT SHEET

USA TRADOC
OETC
LTC Watt/7325
3 Feb 78

SUBJECT: Future Projects

1. Organizational Effectiveness in the Reserve and National Guard Units: Currently OESOs are assigned to support active Army units only. This leaves the Reserves, National Guard, and ROTC without exposure to the benefit from OE. Because of organizational considerations and time and training restrictions, incorporating OE into these organizations is not just a matter of assigning an OESO. An entire spectrum of basic questions must be resolved. Can OE be incorporated into the Reserves? If so, how best to do this? What type of implementation strategies are appropriate? Where should OESOs be assigned? Should they be Reservists or active Army? Initial investigation of this area of concern is being studied and work has already begun with active Army personnel in the Readiness Regions.

2. The Role of the NCO in Organizational Effectiveness: The NCO's function, place of assignment, and training must be determined. Four NCOs have attended the full 16-week course and it is planned that ten additional NCOs will be enrolled in a future class in 1978. Upon graduation, these ten NCOs will join the faculty. Their experiences both in the course and OE in the field will be evaluated to assist in making final determination of the role of the NCO. A preliminary 10-week course of instruction for OENCOs has been designed for implementation at OETC beginning in late 1978 or early 1979. Additionally, OE instruction is now being presented at the Sergeants Major Academy, Fort Bliss, Texas.

3. Training of the Department of the Army Civilian OESOs: Other than OETC faculty, only two DACs have undergone OESO training. In view of the large number of civilian employees in the Army, the potential for and places to utilize civilian employees in OE must be determined. This is of particular importance to such commands as DARCOM and MDW. Development of this project is being accomplished in close coordination with CPOs and additional civilians will be trained during 1978.

4. POI Update: Curriculum modifications based on the results of each phase of the evaluation plan will be a continuing effort. As the evaluation plan gives indicators of instructional elements that should be added, deleted, or modified, action will be taken to modify the POI to provide the best, current, most needed instruction possible.

5. Survey Data Processing System: An interim OE Survey Data Processing System has been developed to process the GOQ. Approval was received to distribute this program to the field and an instruction team has provided update information to OESOs in the field on the use of this program. Work will continue on developing the final version of the program.

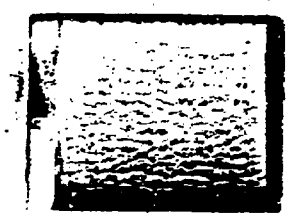
6. Service School Modules: Instructional materials for OE instruction in the TRADOC service school system has been provided to all service schools. USAOETC is assisting in their implementation Army-wide, evaluating effects and redesigning according to findings. To date, quality assurace checks of instruction scheduled for presentation have been conducted at the Infantry, Armor, Artillery, Engineer, and Signal schools, Sergeants Major Academy, as well as the CAGSC. Additional quality assurance visits will be made to the Air Defense Artillery, Military Police, Missile and Munitions, and Transportation schools.

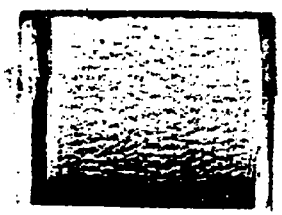
7. Organizational Effectiveness Key Managers Course: A one week course of instruction for key staff officers responsible for OE policy, management and instruction will be presented several times a year. The first presentation of this course was conducted at OETC in December 1977 with key managers from CONUS MACOMs attending. Another course is planned for April 1978 for TRADOC School Key Managers and it is anticipated that four courses per year will be conducted starting in the summer of 1978 for G-1 and DPCA key managers. Some of the courses will be conducted at OETC and others will be conducted at various CONUS installations.

8. Commander's Guide to Organizational Effectiveness: OETC will soon publish a Commander's Guide for OE. This guide will provide all commanders in the field with a reference manual which describes OE, the various types of OE operations and how a commander can utilize the assistance of the OESO to improve combat effectiveness. Advance copies of this publication should be in the hands of the commander by mid-1978.

9. Organizational Effectiveness Graphic Training Aid: OETC has developed a Graphic Training Aid (GTA) for use in the field by small units, which explains OE and its application to small units. The design has been approved and the final art work is being accomplished. The GTA will be completed and distributed to the field by early 1978.

10. Relationship of Organizational Effectiveness (OE) to Combat: OE is often advocated as a method of improving the effectiveness of Army organizations. An examination of this concept as regards the peacetime pursuits of the Army has been underway since 1975. To establish the value and benefit of OE in the accomplishment of the Army's ultimate mission, success in combat, a project is underway to examine and study OE in a war-time setting. This study will establish the relationship between OE and combat effectiveness and will determine the OE techniques and methods useable in the combat environment.





# APPENDIX B

## Itinerary for Dr. Lyle Spencer

DEPARTMENT OF THE ARMY
U.S. ARMY TRAINING AND DOCTRINE COMMAND
ORGANIZATIONAL EFFECTIVENESS TRAINING CENTER
FORT ORD, CALIFORNIA 93941

ATXW-RMA-OS

7 June 1978

SUBJECT: Itinerary for Dr. Lyle Spencer, 26-30 June 1978

| DATE/TIME | ACTIVITY | LOCATION |
|---|---|---|
| Monday, 26 June 1978 | | |
| 0800 - 0945 | Introductory Meeting with COL Palmer and Directors | COL Palmer, Bldg 2843 Upstairs |
| 1000 - 1200 | Meeting with LTC Denzler, CH(LTC) Libby, Dr. Guido, and MAJ O'Brien | LTC Denzler, Bldg 2844 Training Directorate |
| 1200 - 1330 | Lunch | |
| 1400 - 1630 | Meeting with Training Director-ate Division Chairpersons, LNOs, Senior Civilians | LTC Denzler, Bldg 2844 |
| Tuesday, 27 June 1978 | | |
| 0800 - 0945 | Training Directorate Staff Instructors | Bldg 2844, Training Dir |
| 1000 - 1200 | Interviews, Material Review | Bldg 2844, Training Dir |
| 1200 - 1330 | Lunch | |
| 1330 - 1500 | Meeting with LTC Jones, Eval | LTC Jones, Eval Dir Bldg 2832 |
| 1500 - 1630 | Meeting with Eval Directorate Staff | LTC Jones, Eval Dir Bldg 2832 |

ATZW-PMA-OS 7 June 1978

SUBJECT: Itinerary for Dr. Lyle Spencer, 26-30 June 1978

| DATE/TIME | ACTIVITY | LOCATION |
|---|---|---|
| **Wednesday, 28 June 1978** | | |
| 0800 - 0900 | Meeting with Dr. Spehn, TD | Dr. Spehn, Bldg 2864 |
| 0900 - 1000 | Meeting with TD Staff | Bldg 2864 |
| 1000 - 1200 | Interviews, Material Review | Bldg 2844 |
| 1200 - 1330 | Lunch | |
| 1330 - 1430 | Meeting with LTC Pike, CD | LTC Pike, Bldg 2864 |
| 1430 - 1630 | Meeting with CD Staff | Bldg 2864 |
| **Thursday, 29 June 1978** | | |
| 0800 - 0930 | Meeting with Operations & Support Staff | CPT Armour, Bldg 2843 |
| 0930 - 1030 | Interviews, Material Review | 2844 |
| 1030 - 1200 | Group I Interviews (10 Students) | 2844 |
| 1200 - 1330 | Lunch | |
| 1330 - 1500 | Interviews, Material Review | Bldg 2844 |
| 1500 - 1630 | Group II Interview (11 Students) | Bldg 2844 |
| **Friday, 30 June 1978** | | |
| 0800 - 1015 | Interview with COL Palmer and LTC Watt | COL Palmer, Bldg 2843 |
| 1030 - 1200 | Group III Interviews (11 People) | Bldg 2844 |

NOTES: (1) Dr. Spencer will have an office in Bldg 2844, Room A. He will schedule further interviews with staff and students IAW his schedule throughout the week.

(2) The following materials, at a minimum, should be made available to Dr. Spencer for his review:

ATXW-RVA-OS 7 June 1978
SUBJECT: Itinerary for Dr. Lyle Spencer, 26-30 June 1978

(a) Programs of Instruction

(b) Lesson Plans

(c) ACE Reports

(d) End of Course Student Critiques

(e) Phase II Evaluation Report (Course related)

(f) Bio-sketches of staff

(g) Student Information (rank, branch)

h. Command Briefing

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# APPENDIX C

## OETC Questionnaire

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OETC 4-78 (2) QUESTIONNAIRE -- Final Measure

This questionnaire is designed to obtain information which will aid the faculty and staff in evaluating and improving the course. In addition, information may be used in the OETC Army-wide evaluation of OE. Careful consideration of each question is desired. Enter your name on the last page if you feel comfortable in doing so.

Keypunch Card #

A. Your Rank: 03____ 04____ 05____ Civilian____ __( )

B. Years of Service:_____ __( )

C. Branch of Service:_____ __( )

D. Educational Background: (Check most advanced)

____1. Bachelor's Degree

____2. Some graduate work beyond Bachelor's

____3. Master's Degree __( )

____4. Some graduate work beyond Master's

____5. PhD

6. Other (specify)_____

E. Your assignment when leaving USA OETC will be (USAREUR, TRADOC, FORSCOM, ETC):_____ __( )

and you will be assigned to what level:

____1. Installation
____2. Division HQ
____3. Separate Brigade
____4. Directorate
____5. Service School
____6. MACOM Staff
____7. DA Staff
____8. Don't know __( )
9. Other (specify) _____

F. Your expectations are to work primarily as an: __( )

____1. OESO
____2. Instructor
3. Other (specify) _____

Keypunch Card #

G. Answer the following questions using this scale:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

| | | |
|---|---|---|
| ____1. | On the whole, I am very satisified with the faculty. | __( ) |
| ____2. | The course has produced worthwhile behavioral changes in me. | __( ) |
| ____3. | The course put too much emphasis on systems theory. | __( ) |
| ____4. | The course put too much emphasis on individual processes. | __( ) |
| ____5. | The course put too much emphasis on group processes. | __( ) |
| ____6. | The course put too much emphasis on task orientation. | __( ) |
| ____7. | The course put too much emphasis on the four-step process. | __( ) |
| ____8. | The course has provided me with sufficient background to be an effective OESO. | __( ) |
| ____9. | The class rooms are completely adequate. | __( ) |
| ___10. | Inprocessing into OETC was handled well. | __( ) |
| ___11. | Outprocessing from OETC is well planned. | __( ) |
| ___12. | My adminstrative needs during the course have been adequately taken care of. | __( ) |
| ___13. | The FTX is an essential part of the course. | __( ) |
| ___14. | On the whole, I am very satisfied with the course. | __( ) |
| ___15. | I am very satisfied with my decision to attend the course. | __( ) |

Please comment on any of the statements above which require elaboration:

_____ __( )

_____ __( )

_____ __( )

_____ __( )

Keypunch Card #

H. I am best prepared as an OESO in the following area(s):

_____ ___( )
_____ ___( )
_____ ___( )
_____ ___( )

I. I am least prepared as an OESO in the following area(s):

_____ ___( )
_____ ___( )
_____ ___( )
_____ ___( )

J. I wish more time had been spent on:

_____ ___( )
_____ ___( )
_____ ___( )
_____ ___( )

K. If I were planning the next course I would change the curriculum as follows:

_____ ___( )
_____ ___( )
_____ ___( )
_____ ___( )

L. The optimal length of time for the FTX is _____ weeks. ___( )

Keypunch Card #

M. How satisfied are you with what you experienced during each phase of the 4-step process in the FTX: (✓)

| | I didn't really get to it ↓ | Dissatisfied with what I experienced ↓ | Moderately satisfied with what I experienced ↓ | Very satisfied with what I experienced ↓ | |
|---|---|---|---|---|---|
| 1. Step I: ASSESSMENT | | | | | ___( ) |
| Comment:_____ | | | | | ___( ) ___( ) |
| 2. Step II: PLANNING | | | | | ___( ) |
| Comment:_____ | | | | | ___( ) ___( ) |
| 3. Step III: IMPLEMENTATION | | | | | ___( ) |
| Comment:_____ | | | | | ___( ) ___( ) |
| 4. Step IV: EVALUATION | | | | | ___( ) |
| Comment:_____ | | | | | ___( ) ___( ) |

N. Were you able to differentiate the four steps:

1___ NO, they blended together

2___ Sometimes ___( )

3___ Yes, each step was clear and distinct

Comment:_____ ___( )

_____

Keypunch
Card #

1. Following is a list of 44 knowledge areas which apply to OE. Using the descriptions below enter a level for each of the 44 areas which currently describes your own knowledge and one describing how you would have rated yourself just prior to starting the course.

LEVEL 1 (Am unacquainted with the subject)
I know so little about this area that most information would be new to me.

LEVEL 2 (Could discuss)
I know this area well enough to discuss it and contribute information to the discussion.

LEVEL 3 (Could discuss in detail)
I know this area well enough to handle any discussion/question that might come up in day-to-day operations.

LEVEL 4 (Could teach)
I know this area well enough to teach others to handle any discussion/question that might come up in day-to-day operations.

LEVEL 5 (Mastery of subject)
I have mastered this area sufficiently to be able to make a significant contribution to this area of knowledge.

| KNOWLEDGE AREAS: | EVALUATION OF MY PRESENT KNOWLEDGE LEVEL (1 to 5) | |
|---|---|---|
| 1. DA HRD concepts and agencies and their relationship to OE. | ____ | __( ) |
| 2. Army's Alcohol and Drug Abuse Program and how OE can contribute. | ____ | __( ) |
| 3. Army's RR/EO Program and how OE can contribute to its goals. | ____ | __( ) |
| 4. How to work with other HRD programs and promote mutual outcomes. | ____ | __( ) |
| 5. The history of OE in the Army. | ____ | __( ) |
| 6. A systems approach to OE (e.g., Kast & Rosenzweig, Leavitt, Huse, etc.). | ____ | __( ) |
| 7. The four-step approach to OE currently used in the Army. | ____ | __( ) |

(cont'd)

Keypunch Card #

| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|---|
| Am unacquainted with subject | Could discuss | Could discuss in detail | Could teach | Mastery of subject |

| KNOWLEDGE AREAS: | EVALUATION OF MY PRESENT KNOWLEDGE LEVEL (1 thru 5) | |
|---|---|---|
| . The effect of external factors and influences on an organization. | ____ | __( ) |
| . The use of an historical analysis as an information gathering tool. | ____ | __( ) |
| . The part the general officer plays in dealing with large scale external influences. | ____ | __( ) |
| 1. The effect of individual, group, and organizational desired outcomes on the organization. | ____ | __( ) |
| 2. How an individual, group or organization acquires, maintains, prioritizes, and changes its needs and desires (values). | ____ | __( ) |
| 3. How individuals, groups and organizations use their needs and desires to establish a direction (goal) for action. | ____ | __( ) |
| 4. How individual, group, and organizational needs, desires and direction of action are effected by external influences. | ____ | __( ) |
| 5. How a leader or manager of an organization can bring individual and group needs and desires into a single organizational direction of action. | ____ | __( ) |
| 6. How to break a major action sequence into a series of measurable, smaller blocks. | ____ | __( ) |
| 7. How an organization uses tools, techniques, and procedures to achieve its desired outcomes. | ____ | __( ) |
| 8. How time as a tool can be managed by techniques and procedures. | ____ | __( ) |
| 9. How to use time/resource planning techniques to promote desired organizational outcomes. | ____ | __( ) |
| 0. How to use the techniques and procedures of the Competency Planning System to promote desired organizational outcomes. | ____ | __( ) |

(cont'd)

Keypunch Card #

| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|---|
| Am unacquainted with subject | Could discuss | Could discuss in detail | Could teach | Mastery of subject |

KNOWLEDGE AREAS:

EVALUATION OF MY PRESENT KNOWLEDGE LEVEL (1 thru 5)

11. How the formal ways an organization is put together affect the ways an organization goes about performing its duties. ____ __( )

12. How to design the formal elements of an organization to promote the desired organizational outcomes. ____ __( )

13. How behavior of individuals and groups affect the performance of an organization. ____ __( )

14. How individuals become unique persons through the selective view of the world and how they make sense of what they receive (perception and cognition). ____ __( )

15. How an individual forms his/her reasons for behavior (motivation). ____ __( )

16. How a group is formed, takes in new members, organizes itself to do work, maintains itself, and creates and solves problems. ____ __( )

17. How to promote responsible risk-taking (predispose positive change) in individuals, groups, and organizations. ____ __( )

18. How an individual can control his/her own behavior and use this behavior to predispose behavior in others. ____ __( )

29. How to form a relationship with another person that will generate information useful to understanding what is going on in an organization. ____ __( )

30. How to gather information from a group of people that is useful in understanding what is going on in an organization. ____ __( )

31. How to focus a group's attention on a topic. ____ __( )

32. How to create and use a survey to gather relevant organizational information. ____ __( )

(cont'd)

Keypunch Card #

| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|---|
| Am unacquainted with subject | Could discuss | Could discuss in detail | Could teach | Mastery of subject |

| KNOWLEDGE AREAS: | EVALUATION OF MY PRESENT KNOWLEDGE LEVEL (1 thru 5) | |
|---|---|---|
| 5. How to use the GOQ developed at OETC. | ____ | __( ) |
| 4. How to combine a wide range of information in such a way that it makes a single coherent picture of an organization. | ____ | __( ) |
| 5. How to use a comprehensive understanding of an organization as a basis for fostering responsible organizational improvement. | ____ | __( ) |
| 6. How to feed back survey information in a way that promotes an increase in organizational effectiveness. | ____ | __( ) |
| 7. How to design and put into action an educational program for an organization based on gathered information. | ____ | __( ) |
| 8. How to use gathered information to promote more effective team work in an organization. | ____ | __( ) |
| 9. What part a manager or leader plays in the running of an organization. | ____ | __( ) |
| 0. How a manager or leader organizes the various parts of an organization. | ____ | __( ) |
| 1. How external influences affect the behavior of a manager/leader. | ____ | __( ) |
| 2. How to promote OE in an ethical, responsible fashion without becoming overextended. | ____ | __( ) |
| 3. How to conduct the Leadership and Management Development Course (L&MDC) designed at OETC. | ____ | __( ) |
| 4. How to identify ways to get into an organization to do OE. | ____ | __( ) |
| 5. How military/civilian groups structure their interactions. | ____ | __( ) |
| 6. Special procedures (e.g., zero based budgeting, ORSA concepts) to address specific tasks. | ____ | __( ) |

(Cont'd)

Keypunch Card #

ollowing is a list of 44 skill (functional) areas which apply to OE. nter the level which best describes your skill in each of the areas.

LEVEL 1 (Generally unacquainted with subject)
I know so little about this area that most information would be new to me.

LEVEL 2 (Slightly competent)
I know something about this area but do not feel comfortable in applying it.

LEVEL 3 (Reasonably Competent)
I understand this area enough to feel reasonably comfortable in applying it.

LEVEL 4 (Am very competent)
I understand this area completely and feel competent in applying it on a day-to-day basis.

LEVEL 5 (Mastery of subject)
I have mastered this area sufficiently to be able to teach others how to do it.

| FUNCTIONAL AREAS: | EVALUATION OF MY PRESENT SKILL LEVEL | |
|---|---|---|
| 1. Able to explain the differing outcomes and approaches of HRD as they relate to OE. | ____ | __( ) |
| 2. Able to locate and mobilize on-site resources that can address issues identified which involve drug abuse and RR/EO. | ____ | __( ) |
| 3. Able to present in a complete, accurate fashion the history, present activities, and potential of OE. | ____ | __( ) |
| 4. Able to describe an Army Organization in systems terms (as a series of interlocking parts). | ____ | __( ) |
| 5. Able to understand an organization and its current functioning from an in-depth look at its history. | ____ | __( ) |
| 6. Able to understand your own needs and desires and their effect on your behavior. | ____ | __( ) |
| 7. Able to work with others' needs and desires. | ____ | __( ) |
| 8. Able to accurately describe the needs or desires being expressed through behavior. | ____ | __( ) |

(Cont'd)

Keypunch Card #

| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|---|
| Generally unacquainted with subject | Slightly competent | Reasonably competent | Am very competent | Mastery of subject |

| FUNCTIONAL AREAS: | EVALUATION OF MY PRESENT SKILL LEVEL | |
|---|---|---|
| Able to develop reasonable outcomes and courses of action to achieve them that reflect the desires of the organization. | ____ | __( ) |
| Able to identify clear and measurable results which can be accomplished in a specific organization. | ____ | __( ) |
| Able to use stepwise results of a course of action leading to a designed outcome as a basis for bringing an organization together (MBO). | ____ | __( ) |
| Able to assist others to maximize the usefulness of their available time. | ____ | __( ) |
| Able to work with technical experts to promote complete organizational planning. | ____ | __( ) |
| Able to work with an organization to assist in implementing a comprehensive personnel planning system. | ____ | __( ) |
| Able to assist in organizing meetings in a manner that is most likely to produce high quality plans to organize or reorganize. | ____ | __( ) |
| Able to understand and explain how others are viewing the work by observing their behavior. | ____ | __( ) |
| Able to predict how others will organize their behavior when presented with various opportunities. | ____ | __( ) |
| Able to understand another from the other's point of view (e.g., Active Listening). | ____ | __( ) |
| Able to express myself clearly (e.g., "I" Message). | ____ | __( ) |
| Able to manage conflict. | ____ | __( ) |
| Able to work as an outsider to assist in resolving conflict between others in a creative fashion. | ____ | __( ) |
| Able to understand, explain, and predict the development of a group and the internal behavior of the group by observing its behavior. | ____ | __( ) |

4. (Cont'd)

Keypunch Card #

| LEVEL 1 Generally unacquainted with subject | LEVEL 2 Slightly competent | LEVEL 3 Reasonably competent | LEVEL 4 Am very competent | LEVEL 5 Mastery of subject |
|---|---|---|---|---|

| FUNCTIONAL AREAS | EVALUATION OF MY PRESENT SKILL LEVEL | |
|---|---|---|
| 23. Able to assist others in taking responsible risks and expand their personal horizons. | ____ | __( ) |
| 24. Able to use language to open and predispose constructive improvement. | ____ | __( ) |
| 25. Able to use fully my personal attributes and to assist others to use theirs. | ____ | __( ) |
| 26. Able to plan and initiate a broad information gathering program based on the behavior in an organization that will enable me to understand the organization more completely. | ____ | __( ) |
| 27. Able to interview another person so that cooperation and organizationally relevant information is obtained. | ____ | __( ) |
| 28. Able to get a group involved, create a climate that encourages the open sharing of information, focus the attention of group members on organizationally relevant issues, and gather information that could lead to constrictive improvement. | ____ | __( ) |
| 29. Able to design and give a survey. | ____ | __( ) |
| 30. Able to administer and interpret GOQ. | ____ | __( ) |
| 31. Able to organize all information collected into a coherent whole. | ____ | __( ) |
| 32. Able to present a complete picture of an organization in both spoken and written form. | ____ | __( ) |
| 33. Able to conduct sessions with the organization using the gathered information to develop courses of action to improve the organization. | ____ | __( ) |
| 34. Able to use survey results to assist the organization to develop and implement constructive improvement. | ____ | __( ) |
| 35. Able to design structured workshops to meet organizational needs and to promote desired improvement. | ____ | __( ) |

(Cont'd)

Keypunch Card #

| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|---|
| Generally unacquainted with subject | Slightly competent | Reasonably competent | Am very competent | Mastery of subject |

| FUNCTIONAL AREAS | EVALUATION OF MY PRESENT SKILL LEVEL | |
|---|---|---|
| 36. Able to conduct workshops so that the desired outcomes are obtained. | ____ | __( ) |
| 37. Able to conduct workshops or meetings that result in a higher degree of team work. | ____ | __( ) |
| 38. Able to conduct the OETC Leadership and Management Development Course (L&MDC) to achieve its designed outcomes. | ____ | __( ) |
| 39. Able to work successfully with leaders/managers at all levels and in all settings. | ____ | __( ) |
| 40. Able to assist a leader/manager to appropriately structure, maintain, and improve his/her organization. | ____ | __( ) |
| 41. Able to find and use the results of contact with an organization both to improve service to the organization and to add to my own learning. | ____ | __( ) |
| 42. Able to discover and mobilize resources other than myself to serve the organization. | ____ | __( ) |
| 43. Able to brief others (formally and informally) on my program. | ____ | __( ) |
| 44. Able to lecture and answer questions on the concepts and principles involved in my work. | ____ | __( ) |
| 45. Able to analyze current work practices and based on this analysis make recommendations leading to improvement. | ____ | __( ) |
| 46. Able to assist specialists in the application of their technology (e.g., budgeting, job enrichment) in the organization. | ____ | __( ) |

O. Please use the following scale to respond to each of the questions about inprocessing and administration needs.

1 = Strongly disagree
2 = Moderately disagree
3 = Neutral or don't know
4 = Moderately agree
5 = Strongly agree

1 ____ I received appropriate information to aid my arrival at Ft Ord

2 ____ I received enough information to aid my arrival at Ft Ord

3 ____ My financial needs were handled well

4 ____ My records needs were handled well

5 ____ My mail was handled well

6 ____ My distribution and message needs were handled well

7 ____ I received information when I asked

8 ____ The information I received was accurate

9 ____ I received administrative assistance when I asked

10 ____ Living arrangements were handled well (we have no control over living facilities)

P. Please make suggestions or provide clarification which relate to inprocessing or administrative needs:

_____

_____

_____

Q. Please add any other comments you feel may be useful or appropriate:

Print Name _____ (Optional)

Knowing your name allows us to build a more complete data base in that we can correlate your responses as students with your responses as OESOs during future data collection efforts. THANK YOU for your assistance!